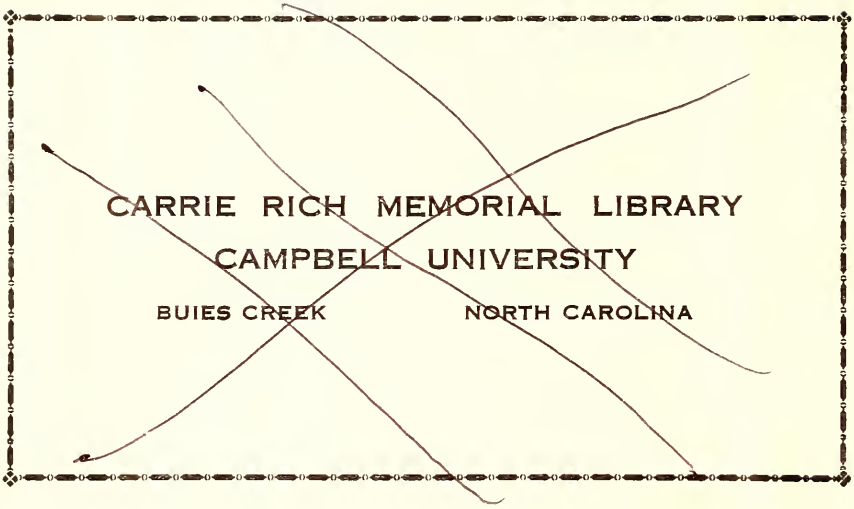


Carrie Rich Memorial Library
Campbell University
Buies Creek, NC 27506

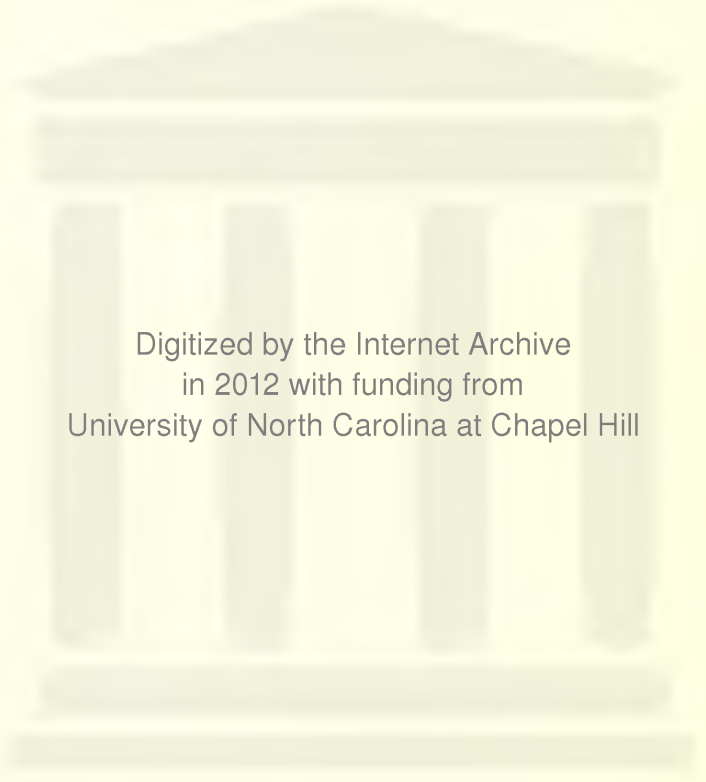
NOT TO BE TAKEN OUT
OF THE LIBRARY

Belongs to Registrar

Campbell University
Buies Creek, NC 27506

CAMPBELL UNIVERSITY BULLETIN 1984-1986

UNDERGRADUATE COLLEGE AND LUNDY-FETTERMAN SCHOOL OF BUSINESS


Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill

http://www.archive.org/details/campelluniversit19841988

CAMPBELL UNIVERSITY BULLETIN

1984-86

Second Class Postage Paid at
Buies Creek, North Carolina 27506
Subscription Rate Free
ostmaster: For change of address, send Form 3579 to
Campbell University
Post Office Box 488
Buies Creek, North Carolina 27506

Admissions Catalog January (1)
Summer School Catalog February (2)
Law School Summer Catalog March (3)
Undergraduate Catalog March (4)
Law School Catalog October (5)
Graduate School Catalog November (6)

Volume LXX No. 4

Campbell University reaffirms its standing policy of non-discrimination, in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, or handicap.

TABLE OF CONTENTS

WELCOME TO CAMPBELL 5

1. INTRODUCING CAMPBELL 7

Statement of Purpose 8

Brief History 9

Campus and Buildings 10

Accreditation 11

Faculty 11

Assets 11

Library 12

The Campbell University School of Law 12

The Lundy-Fetterman School of Business 12

Graduate Programs 13

Master of Education 13

Master of Business Administration 13

Master of Science in Government 13

Graduate Bulletins 14

Academic Calendar 14

Off-Campus and Continuing Education

Programs 14

Fort Bragg Center 14

Central Carolina Technical College 14

Carrie Rich Memorial Library
Campbell University
Buies Creek, NC 27506

Off-Campus Graduate Centers 15

Malaysian Program 15

Study Abroad Program 15

American Studies Program 15

Admissions 15

2. ACADEMIC RFGULATIONS 19

3. FINANCIAL INFORMATION 33

Tuition and General Fees 34

Financial Assistance 40

Scholarships 41

Federal Grants and Loans 48

Endowment Funds 51

4. ACADEMIC PROGRAM 53

Degree Requirements 54

General Curriculum 55

Course Descriptions 59

5. DIRECTORY 149

6. HISTORICAL INFORMATION 173

ACADEMIC CALENDAR 204

CORRESPONDENCE DIRECTORY 209

INDEX 210

Carrie Rich Memorial Library
Campbell University
Buies Creek, NC 27506

WELCOME TO CAMPBELL

This catalog has been prepared to introduce you to Campbell University. Through it you will learn of the classrooms and laboratories, beautiful campus, modern physical facilities, quality faculty, the student body, and the many friends who support the mission of Campbell University.

As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities on the Atlantic seaboard.

Selecting a quality university should include certain criteria:

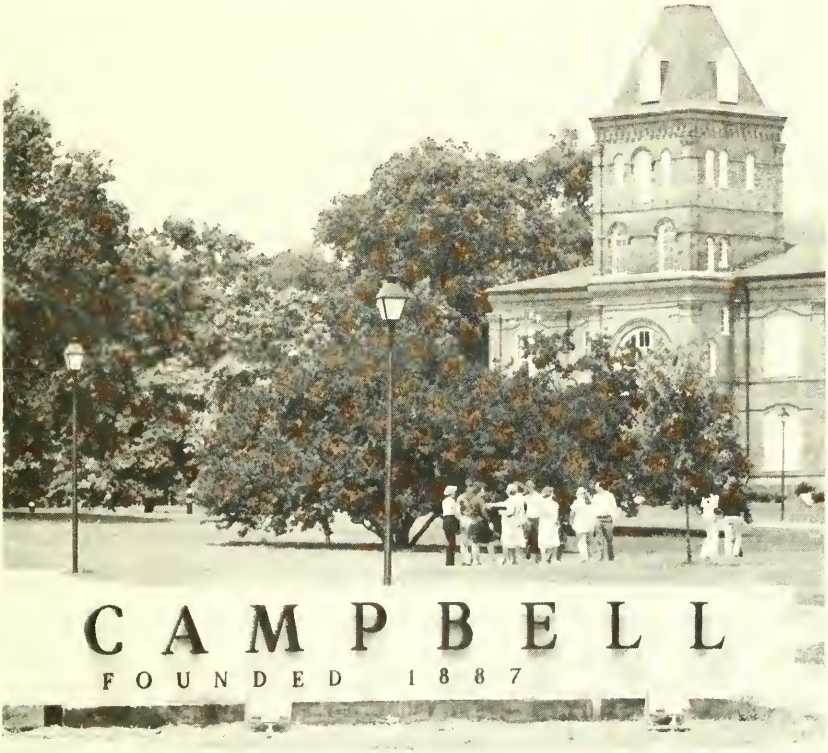
A pleasant social and cultural environment. Campbell is a co-educational church-related university located in central North Carolina. Students are enrolled from all counties in North Carolina with most states along the Atlantic seaboard represented in the student body. Students from more than thirty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity of outdoor sports throughout the year.

An exciting program. With a tradition of academic excellence, new programs are readily introduced at Campbell which reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine to make Campbell an exciting place to study and play.

A school where the individual counts. Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

As you look at Campbell University through a review of this catalog, compare it to your own personal expectations. If we are the university for you, let us hear from you, and you are personally invited to make a visit to the campus.

1. Introducing Campbell



CAMPBELL UNIVERSITY

STATEMENT OF PURPOSE

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of the intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist University affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the university endeavors to present Christian principles to students and to foster their application to daily life.

The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

Therefore, the mission of Campbell University, as a community of Christian scholars, is to:

Provide students with the option of a Chistian worldview;

Bring the word of God, mind of Christ, and power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;

Transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;

Encourage creativity, imagination and rigor in the use of intellectual skills;

Affirm the university's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;

Frame university teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever changing social order;

Foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;

Equip students with superior vocational skills, productive insights, and professional integrity.

This university sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

BRIEF HISTORY

Ad astra per aspera

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of Reconstruction in the Old South, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1885, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of a lack of funds. Known as Buies Creek Academy, the school began with twenty-one students and grew slowly during the early years.

> "From the beginning his (Dr. James Archibald Campbell) passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."
>
> From *Campbell College—Big Miracle at Little Buies Creek (1887-1974)*—
> Dr. J. Winston Pearce
> Writer in Residence

In 1925, all the property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buie's Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate studies were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978 and the Master of Science in Government was established in 1982.

The Campbell University School of Law was established in 1976 and the Lundy Fetterman School of Business was begun in 1983.

In the nearly one hundred years of service, Campbell University has been served by only three presidents:

James Archibald Campbell	1887-1934
Leslie Hartwell Campbell	1934-1967
Norman Adrian Wiggins	1967-

CAMPUS AND BUILDINGS

The University occupies a spacious 850 acre campus in the village of Buies Creek, located in Harnett County and equidistant from North Carolina's fastest growing metropolitan centers of Fayetteville and Raleigh. The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building, forty-eight by twenty-two feet in dimension which was built by local citizens. This initial building was enlarged. By 1896 a new building was added. On December 20, 1900, with the exception of one building which was later used as the classroom building, the buildings were destroyed by fire. The destroyed buildings were replaced by Kivett Building, named for Z.T. Kivett, the builder, which was built between May 23, 1901, and November 2, 1903. The following buildings have been added: William Pearson Hall (1915), D. Rich Memorial Building (1926), Music and Fine Arts Center (1947), Carter Gymnasium (1952), J. Clyde Turner Chapel (1963), Leslie Hartwell Campbell Hall of Science (1961), Fred L. Taylor Hall Of Religion (1973), Carrie Rich Memorial Library (1925), Campbell Home Management House (1965), the Johnson Memorial Natatorium (1976), and the Taylor Bott Rogers Fine Arts Center (1984).

In addition to the above named buildings, the following buildings serve the administrative function of the university: B.P. Marshbanks Dining Hall (1934), James M. Shouse Dining Hall (1973), McLeod Admissions Center (1967), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), W.S. Britt Hall (1964), and Page Welcome Center (1974).

The residence halls for men are: Joel G. Layton Hall (1923), J.F.Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Ernst P. Sauls Halls (1962).

Bobby Murray Hall (1967), A.R. Burkot Hall (1973), Fred McCall Hall (1973), and Lonnie D. Small Hall (1973).

The residence halls for women are: M.C. Treat Hall (1913), William H. and Lula Bostic Jones Hall (1954), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), and the R.A. and Elsie Hedgpeth Hall (1967).

In addition to the above residence halls, the University provides several housing facilities for faculty and married students. They are: Campbelltown Apartments (1959), Ellis Memorial Apartments (1957), Northeast Hall (1963), and East Hall (1969).

ACCREDITATION

Campbell University is accredited by the Southern Association of Colleges and Schools.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

FACULTY

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time approximately fifty percent of the faculty hold the doctorate degree.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

ASSETS

The University has total assets with a replacement value amounting to nearly $65,000,000 including endowment assets as of 1983 of approximately $14,000,000. Also included among its assets is Keith Hills, an eighteen hole championship golf course, completed in 1973, and

named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms, and librarian's office. It has been expanded several times over in recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 160,000 volumes. Over the past several years the library has received many vauable collections.

THE CAMPBELL UNIVERSITY SCHOOL OF LAW

In July of 1975, following extended feasibility studies, the General Board of North Carolina Baptist State Convention approved establishment of Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The decision to establish the School of Law was not lightly made; it was made with the firm conviction that Campbell University School of Law and its graduates will help meet needs presently unmet, particularly in the Southeastern United States. Campbell University School of Law is not designed to be a law school that duplicates in every detail the emphasis and programs of existing law schools. Rather, its intention is to formulate a unique program, at a unique location, and to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell University School of Law is purposely a small law school, with ultimate plans to admit no more than 90 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student, and as a lawyer in any setting which one chooses to practice.

Campbell proposes to educate lawyers who will be prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the counsellor.

THE LUNDY—FETTERMAN SCHOOL OF BUSINESS

In October, 1982, the establishment of the Lundy-Fetterman School of Business was announced. The Lundy-Fetterman School of Business was named for the late Burrows T. and Mabel L. Lundy, generous

benefactors to the University and strong supporters of free enterprise, and Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

A distinctive purpose of the Lundy-Fetterman School of Business is the guiding light of the tradition of Campbell University as a distinctive Christian university and the belief that the free enterprise system has been the strength of the American economic system. Such a tradition and purpose continues to guide the development of the Lundy-Fetterman School of Business.

GRADUATE PROGRAMS

Master of Education (M.Ed.)

The graduate program in Education was begun in the summer of 1977 and now enrolls approximately 300 students. The major objective of the graduate program in Teacher Education is to provide an opportunity for persons in the field of education to pursue knowledge in their field and to improve their professional skills. Programs offered under the Master of Education umbrella include the following: Early Childhood Education, Intermediate Education, Physical Education, Science Education, English Education, Math Education, Social Science Education, Administration (Level I), Curriculum Specialists (Level I), Counselor Education, and Reading.

Master of Business Administration (MBA)

The graduate program in business began in the fall of 1978. There are now about 300 students enrolled in the program. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the MBA the student must successfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting and Legal Environment.

Master of Science Government (MS)

The graduate program in Government was begun in July, 1982. After a careful feasibility study, the need of a unique program in international relations was established. Classes are scheduled on the campus at Buies Creek and at the Fort Bragg campus.

The current enrollment in the M.S. program in Government is 57.

GRADUATE BULLETINS

A Graduate Bulletin containing additional information concerning the Master of Education, the Master of Business Administration, or the Master of Science in Government may be obtained by writing to the Director of Admissions, Campbell University, Buies Creek, North Carolina, 27506.

ACADEMIC CALENDAR

Campbell University provides a year-round educational program. In addition to the fall and spring semesters, a wide range of courses is offered during the summer. Two sessions of five weeks each constitute the summer semester at Campbell University.

The semester schedule is generally available in early March. The schedule and additional information may be obtained by writing the Director of Admissions, Campbell University, Buies Creek, North Carolina, 27505.

CONTINUING EDUCATION AND OFF-CAMPUS PROGRAMS

Fort Bragg Center

From a modest beginning of fifty students in four classes in February, 1976, the Fort Bragg undergraduate enrollment has increased to more than 1,100 in thirty-six different classes in the spring of 1983.

At the graduate level, Campbell University offers evening courses leading to the M.Ed., M.B.A., and M.S. degrees.

The majority of students enrolled at Fort Bragg are current or former members of the military. Provision is made for civilian participation in these part-time evening programs. The program is approved by the Southern Association of Colleges and Schools.

Central Carolina Technical College

Since 1970 Campbell has been involved in a cooperative college transfer program with Central Carolina Technical College located in Sanford, North Carolina.

The general education curriculum is taught by regular members of Campbell's faculty and by adjunct professors. Its main purpose is to enable students to receive an Associate degree on the completion of 64 semester hours of college level work and enable the student to transfer the work completed to Campbell or to any other accredited institution.

Off-Campus Graduate Centers

In addition to the Fort Bragg Center, Campbell offers graduate courses at North Carolina Wesleyan in Rocky Mount, Peace College in Raleigh, and Seymour Johnson Air Force Base in Goldsboro, North Carolina.

Malaysian Program

Campbell University is involved in a cooperative program with Ulster College of Belfast, Ireland at Tunku Abdul Rahman College in Kuala Lumpur, Malaysia. Graduates of the Science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding adjunct faculty, ably supported by excellent facilities and equally good library holdings and equipment. Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication between TARC and the home campus.

Study Abroad Program

Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine months study are available to students in selected majors.

American Studies Program

In cooperation with the Christian College Coalition, selected students are eligible to participate in the American Studies Program in Washington, D.C. Students may enroll for the summer or the full year.

ADMISSIONS INFORMATION

Although the majority of the students at Campbell are from the Southeastern section of the United States, more than thirty states and thirty-five foreign countries are represented on the campus.

Selection for admission involves several considerations including grades, test scores, activities, and recommendations. Academic record or ability is not of itself sufficient qualification for the admission of any applicant.

A candidate for admission should make initial contact with the Office of Admissions, Campbell University, Buies Creek, North Carolina, 27506, early in the senior year of high school. At that time the Admissions Office will mail you necessary forms and instructions.

Directions for Those Beginning College Work

1. Study the catalog (copies may be obtained by writing the Director of Admissions).

2. Ask the Director of Admissions to answer any questions concerning the college or its program.

3. If possible, visit the university, preferably with your parents, to tour the campus and to discuss your program of study.

4. Obtain from the Admissions Office the necessary forms.

5. Complete the application form carefully and attach a recent photograph. With the application, enclose the fifteen-dollar processing fee. Mail the application to the Director of Admissions.

6. With the assistance of your principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Director of Admissions, Campbell University, Buies Creek, North Carolina. (Code 5100)

7. Upon completing the first half of the senior year, request your high school principal send to the Director of Admissions of the College a record of all high school work completed.

8. Request your personal physician send the Student Health Service form fully and properly completed to the Director of Admissions.

9. Upon graduation: (a) request the high school to send to the Director of Admissions a supplementary transcript recording the grades and credits during the last semester, and (b) if he has not previously done so, have your family physician complete the Student Health Service form and mail it to the Director of Admissions.

Directions for Prospective Transfers

1. Follow steps, 1, 2, 3, 4, 5, and 8.

2. Make available your scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test.

3. Request the Registrar of the college at which you are now in attendence, or, if not now in school, the Registrar of the school last attended, to mail to the Director of Admissions, Campbell University, a complete transcript.

4. If you have been in attendance at more than one college, the Registrar of each institution should mail to the Campbell University Director of Admissions a transcript of all work attempted in that

school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.

5. Request a letter of recommendation from a responsible official of the college previously attended.

ADMISSIONS INFORMATION

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admission Office, by making satisfactory financial arrangements with the Business Office, and by pre-registering or registering at the appropriate time.

Regular Admission

A high school diploma, or the equivalent, is required in order to be enrolled at Campbell University as a regular student.

Provisional Admission

Should a student be admitted without completing the admissions procedures, he will be eligible to receive credit on work done at Campbell University only after he has satisfactorily met the requirements of the Admissions Office.

Credits

Although there are no inflexible subject matter requirements for entrance, experience has shown that the students with a background of at least 12 units in college preparatory subjects are better equipped to benefit from a liberal arts experience. Therefore, the University recommends that the student have completed the following high school credits: English, 4 units; Mathematics, 3 units; and 6 additional units in the areas of science, social studies and foreign language.

Credit Earned by High School Students

High School students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit will be granted for courses successfully completed after the student graduates from high school and enrolls at Campbell University.

Admission of Military Personnel

For many years, Campbell University has been active in the various military educational programs. Any member of the armed forces may have his records evaluated without charge, and prior to his making application, in order to determine the amount of credit which will be accepted.

Records of progress are kept by this institution on veterans and non-veterans alike. Progress reports are forwarded to students, both veterans and non-veterans alike, at the end of each school term. Grades are maintained in a permanent file on all students.

For additional information contact the Coordinator of Veterans Affairs, Campbell University, Buies Creek, North Carolina, 27506.

Summer School Visitors

Students enrolling at Campbell University for the summer program should secure from the proper school official to which the credit will be transferred a statement certifying approval of such plans and listing approved courses.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

Courses will not transfer from two-year institutions which number 300 and above in the Campbell University Bulletin. Courses taken at other institutions will not transfer when there is no equivalent course offered at Campbell University.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer.

The University will not accept credits earned at another school while a student is under academic or social suspension.

Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the regular Army. Additional information may be found in the instructional program under Military Science.

2. Academic Regulations

2. GENERAL ACADEMIC REGULATIONS

Graduation

Degrees will be conferred at the end of the regular semester in May.

The responsibility for meeting the requirements for graduation rests upon the student.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Applications must be on file in the Office of the Registrar. Also the candidate must take care of all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all work attempted and on all credit earned at Campbell University.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell University.

Graduation in Absentia

All candidates are expected to participate in the graduation ceremony. Those students who cannot be present should present to the Dean of the University a request with their justification for graduating in absentia.

Classification

The classification of a student depends upon the amount of hours and quality points earned and not upon the length of time enrolled in the University. A student is classified:

(1) As a senior, upon the completion of 90 semester hours with a 2.0 average on all work attempted.

(2) As a junior, upon the completion of 55 semester hours with a 2.0 average on all work attempted.

(3) As a sophomore, upon the completion of 23 semester hours with a 2.0 average on all work attempted.

(4) As a freshman, if the regular admission requirements have been met.

(5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.

(6) As a part-time student, if, with approval, he is registered for less than 9 hours of credit work.

Grades and Quality Points

The grading scales with the assigned Quality Points are as follows:

Grade	Quality of Work	4 Point Scale
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
I	Incomplete	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F.

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours attempted.

Dean's Honor List

The requirements for making the Dean's Honor List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a C.
4. Not more than one C grade.
5. No incomplete grades.

6. No overcuts in classes or C.E.P.
7. Not on social probation.
8. No penalty points in effect.

President's Honor List

The requirements for making the President's honor list are as follows:

1. Be eligible for the dean's list.
2. Completed at least a second semester of residence at Campbell.
3. Earn a cumulative grade point average of 3.50 on a 4 point scale on all work attempted.

NOTE: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Minimum Academic Standards

To be eligible for readmission students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 1.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have a quality point ratio of 1.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 1.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 1.85.
5. Students who have attempted 130 or more semester hours must have a quality point ratio of 1.9.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell University to improve their grade point average.

Students of Junior standing (55 semester hours) or less whose G.P.A. falls below a 1.8 average will be allowed to register for a maximum of 13.5 semester hours.

Students having a deficit of twenty or more quality points will be placed on probation and will continue on probation until they have met the minimum academic standards.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

To receive financial aid under the Federal Title IV Program, a student must be making "satisfactory progress" toward graduation as defined above.

In addition, a full-time student must complete an average of 12 hours each semester during the first two years and an average of 13 hours during the remainder of the undergraduate study.

Class Attendance

Campbell University believes that every class hour is important. Regular attendance is a student's obligation and the student is responsible for all work, including tests and written work of all class meetings. Instructors will keep attendance records in all classes. The names of students who miss three consecutive meetings will be submitted to the Registrar.

Absences will be handled between the student and the professor. The professor is expected to provide the student with the information concerning attendance during the initial class meeting. The responsibility of class attendance rests with the student. When a student's absences threaten to affect his grade, the professor will communicate this fact to the student and the Registrar.

In the event of absences due to severe personal illness, death in the immediate family, or authorized representation of the University, the student may have the opportunity to make up work. The student's responsibility is to notify the professor in advance whenever possible.

To receive credit for any course, a student must attend at least 80% of the hours prescribed for the courses; individual professors have the prerogative of imposing a more restrictive policy. When a student forfeits his right to continue with the course, he will be assigned a WP (Withdrew Passing) or WF (Withdrew Failing) by the professor.

Faculty Advisors

Each student will be assigned a faculty advisor who will assist in making academic choices. Prior to registration each semester, every student must have the courses he plans to take approved by his/her advisor.

Students interested in pursuing special programs or majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should consult the Education Department prior to registering for the sophomore year.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for junior and seniors. Those numbered 500 are for undergraduate and graduate students. Courses numbered 600 are for graduate students only. Credit hours for each course are listed in parenthesis after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course.

Drop-Add

There are deadlines each semester for dropping and adding courses. A student may be officially added to a course through the fifth class meeting by permission of the Instructor and the Registar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the mid-term with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the mid-term will be dropped with a WF.

Students will not be allowed to drop freshman courses in English, Mathmatics, or History.

Any course dropped without permission is recorded as an F.

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester or fifteen weeks. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. In general, two hours of laboratory time is converted into one hour of credit.

Normal Class Load

During the fall and spring semesters a class load is fifteen to sixteen hours each semester. During the summer session a normal load is six semester hours each term.

Students enrolling in more than eighteen semester hours (not including CEP) must obtain permission from the Dean of the University and pay the appropriate overload charges.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Independent Study

Independent study is any type of study which is conducted under the supervision of a qualified instructor but which is not available as a regularly scheduled course or as a regularly scheduled course not currently available.

Credit hours will be given for each independent study course as listed in the catolog for regularly scheduled classes.

All independent study should be initiated by the student and a contract submitted before the beginning of the registration period.

A student should submit a written request to his faculty advisor during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

a. No student **may** take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chairman, advisor, and the Dean.

b. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.

c. Required is a clear, written understanding between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

d. **All Students should complete all freshman and sophomore courses by the end of their junior year.**

Supervision of independent study will be on a volunteer basis for the professor. Each professor will have a maximum of three students doing independent study each semester at any given time.

All independent study shall be approved by the faculty advisor, the supervising professor, the discipline department chairman, the Academic Dean, and the Registrar.

Independent study contracts may be obtained in the office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the Academic Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which he expects to take later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Transfer Students

Students who complete course work in another accredited college or university may apply for admission to Campbell University. Transfer applicants must be eligible, both academically and socially, to return to the institution from which they are transferring. Applicants from accredited institutions will be admitted upon the recommendation of the Admissions Committee and the Registrar.

Credit by Examination

Credit may be earned by satisfactorily completing the General Examinations or the Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through CLEP, DANTES, USAFI, APP, CHALLENGE EXAMINATIONS, and other non-traditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education.

Credits for the CLEP Subject Examinations will be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations.

Applicants who seek credit by examination may obtain further information from the Registrar of the University.

No grades will be given for credit earned by non-traditional methods.

Fort Bragg Policies

Students may enroll for courses at the Fort Bragg campus on the following conditions:

1. The requested course is not available on the Buies Creek campus during present semester or future semester.
2. Approval must be obtained by Advisor, Department Chairman, Discipline Department Chairman, and Registrar.
3. A student may enroll for no more than two courses per semester.
4. The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 hours.
5. If a student enrolls for six semester hours at Campbell and six hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered a full-time on-campus student and must pay resident tuition charges.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the Dean of the University or Registrar and the Chairman of the Department.

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board for the advanced placement test and should request the College Entrance Examination Board (CEEB) to send the results of these examinations to the Director of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the Dean of the University.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Dean or Registrar.

Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the University in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

Withdrawal from University

To officially withdraw from the University during a semester a student must contact either the Dean of Men or Dean of Women.

After a conference with one of the preceding individuals the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

Transcripts

The first copy of a student's record is issued for him upon request without charge. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $2 for each copy desired.

Student Handbook

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell University are stated in the *Student Handbook.*

Every student is expected to become thoroughly acquainted with the *Student Handbook.* Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook.*

Code of Honor

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, both university and church have stood as partners. The University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian-oriented but not sectarian. Each year many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the university will be sympathetic to its stated purposes.

Campbell as a Baptist university is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with an Honor Code that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, as well as intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, once a student matriculates at Campbell University he should demonstrate a willingness to abide by the following Honor Code while a member of the student body.

The code of honor of Campbell University arises directly out of the institution's statement of purpose.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the university community. Because of the university's commitment to the lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the university community, regardless of position.

While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others. Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

To uphold at all times and in all places, both on and off campus, the university's statement of purpose.

To protect the personal rights of others, refraining from any physical or verbal abuse and exemplifying courtesy, consideration, and respect.

To protect the property rights of others from theft, damage, or misuse.

To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.

To obey, respect and uphold the law of the land.

To refrain from the possession, use or distribution of alcoholic beverages and drugs.

To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.

At all times to exhibit good taste, decency, and restraint, refraining from disorderly conduct or indecent, profane or obscene expression.

To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.

To abstain from any sexual relations outside the bonds of marriage.

To exemplify high principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the Fall of 1928 for the purpose of promoting character, leadership and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshman men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the Fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class and the year. Graduate and professional students in the upper 10% of all graduate and professional students in the institution are also eligible.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

3. Financial Information

TUITION AND GENERAL FEES

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from university Endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1984-1985 academic year at Campbell University, exclusive of books, is as follows:

Resident Students:	**First Semester**	**Second Semester**	**Total**
Tuition and Matriculation Fees	2,197.00	2,173.00***	4,370.00
Meals (5-day ticket)*	532.50	532.50	1,065.00
Room**	310.00	310.00	620.00
Accident Insurance	21.00	-0- ****	21.00
Student Government Fee	15.00	15.00	30.00
	$3,075.50	$3,030.50	$6,106.00

Commuting Students:	**First Semester**	**Second Semester**	**Total**
Tuition and Matriculation Fees	2,197.00	2,173.00***	4,370.00
Student Government Fee	15.00	15.00	30.00
Accident Insurance	21.00	-0- ****	21.00
	$2,233.00	$2,188.00	$4,421.00

*For 7-day ticket add $38.00 per semester.
**Residence halls range in price from $310.00 to $360.00 per semester.
***New second semester students will be charged $2,197.00
****New second semester students will be charged $16.20.

Out-of-State Tuition Fee

All students who are not residents of North Carolina are required to pay an out-of-state tuition fee of $25.00 per semester.

Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is $21.00 and has blanket coverage up to $1,000. Accident insurance for athletes has blanket coverage up to $3,000.

Hospital illness coverage insurance is optional with the student at a cost of $45.00 each twelve months.

Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the university infirmary which is open 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary. Drugs by prescription are paid for by the patient.

Student Government Fee

The Student Government Association Fee is established by the student organization and the Board of Trustees. The student government fee is $15.00 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional $100.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Dean of Men and the Dean of Women.

Other Fees

Application Fee (new applicants only)	$ 15.00
Late Registration Fee	$ 25.00
Change of Schedule (allowed one change without charge)	$ 10.00
Graduation Fee (Undergraduates)	$ 20.00
Graduation Fee (Graduate)	$ 25.00
Typewriter Laboratory Fee	$ 6.00
Student Teaching Fee	$ 50.00
Home Economics Laboratory Fee (per course)	$ 6.00
Liberal Arts Courses for part-time students taking less than nine (9) semester hours (per credit hour)— Undergraduate	$ 80.00
Course load above 18.5 semester hours (per hour)	$ 80.00
Private Room	$100.00
Room Key (this fee is refundable)	$ 10.00
Dorm Fee (for student activities in the dorm)	$ 3.00
Science Laboratory Fee (per course, per semester)	*$ 20.00

Parking Fee (year) for Undergraduates ..... $ 12.00
Parking Fee (year) for Graduate Students ..... $ 6.00
Transcript Fee (single copy) ..... $ 2.00
5-day meal ticket (per semester) (for day student information) ... $532.50
7-day meal ticket (per semester) (for day student information) ... $570.50

(*Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.)

Music Fees

Regular Students
One 30 minute lesson per week, 1 hour of credit ..... $ 50.00
Two 30 minute lessons per week, 2 hours of credit $100.00
One 30 minute lesson per week, no credit ..... $ 75.00

Special Students
One 30 minute lesson per week, 1 hour of credit ..... **$ 75.00
Two 30 minute lessons per week, 2 hours of credit **$150.00
One 30 minute lesson per week, no credit $150.00

(**Plus regular hourly fee)

Rental of Musical Instruments ..... $ 10.00

Art Fees

Ceramics ..... $ 25.00
Art: The Child, The School ..... $ 25.00

Students enrolled for courses in Art other than Art 114, 200, 218, 219, and 221 pay a fee of $25.00 per course to defray expenses of depreciation of equipment and instructional supplies necessary for class and laboratory instruction. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

ADVANCE ENROLLMENT DEPOSIT

All freshmen, transfer, and returning students are required to pay a $100.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses.

PROCESSING FEE

A processing fee of $15.00 is required with all original applications.

This fee is applied against the cost of evaluating applications and is not refundable.

TERMS OF PAYMENT

Unless other arrangements are made with the Assistant Treasurer, tuition and matriculation fees must be paid on or before entrance. In the event of withdrawal, these are refundable as follows: 60% the first week, 40% the second week, and none thereafter. Exceptions to this are made on an individual basis for medical reasons only. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary changes should do so each semester in advance of registration. The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

The cost of room and board is paid in advance. Payment may be made by half semesters. In the event of justifiable withdrawal, the student pays the cost of the period of attendance plus an additional charge of ten percent (10%). No cost for room or board for the Fall Semester is refundable after November 1 or for the Spring Semester after April 1. Please note that this applies only to room and board.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the University will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The University reserves the right to change fees and charges with adequate notice when necessary due to inflation.

SUMMER SCHOOL EXPENSES — 1984

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition and General Fees ($80.00 per semester hour)	240.00*	480.00*	480.00*	960.00*
Student Activities	2.00	2.00	4.00	4.00
Insurance (includes illness)	14.00	14.00	28.00	28.00
**Room and Board	245.20	245.20	490.40	490.40
	$501.20	$741.20	$1,002.40	$1,482.40

*The above based on 3-hour courses at $80.00 per semester hour.
**Board quoted on a 5-day meal plan. For 7 days add $30.00 each 5 weeks.

In addition to the above, students from outside the State of North Carolina will be charged an additional $8.34 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.

No refunds for withdrawals will be permitted after the first class meeting.

LINEN SERVICE

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of $45.00 per semester. A $10.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the University.

LAUNDRY AND DRY CLEANING SERVICE

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry cleaning services on a semester basis are given a laundry credit card and are required to make a non-refundable deposit at the beginning of the fall term in the amount of $25.00 to establish credit. Students with established credit may use their credit cards for both laundry and dry cleaning. When the initial required deposit has been expended, the student with established credit may continue to use his or her credit card for laundry and dry cleaning service for the remainder of the school year and will be billed monthly from the Business Office.

AIR-CONDITIONERS

Where a personal air-conditioner is used, a charge of $35.00 per semester is made to cover the cost of electricity. The University's Physical Plant must be contacted for installation.

REFRIGERATOR RENTAL SERVICE

Through the University laundry, boarding students may rent, by semesters, chest-type refrigerators at a rental fee of $30.00 plus a charge of $22.50 for electricity and a refundable deposit of $10.00 against possible damage. Renters are liable for the total cost of any damage done to their refrigerators during the rental period.

UNIVERSITY BOOKSTORE

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $100.00 per semester to purchase necessary books and supplies.

BANKING SERVICE

The First Citizens Bank and Trust Company is within walking distance of the campus for students who desire banking services.

INFIRMARY

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University as are routine in an Infirmary type situation. There is at all times a well qualified nurse on duty. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

When emergency situations develop the student should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated. It should be borne in mind that the cost of drugs and laboratory fees will be assumed by the student.

Campbell University is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases students needing medical attention should report to the university nurse during regular office hours.

2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action, and the University in turn assumes no responsibility for complications that might develop as a result of the student's refusal to heed such advice.

3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.

4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. only, and are limited to suitemates of the patient.

5. All accidents should be reported to the Infirmary as soon as possible.

6. If it is at all possible, students should report to the Infirmary before seeing another doctor.

7. **Consent to medical treatment.** Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such form as the University may prescribe.

8. Prescriptions from the student's family physician may be filled or refilled at the Infirmary Pharmacy only if the student has been seen by his or her family physician for treatment.

9. All drugs by prescription are paid for by the patient.

FINANCIAL ASSISTANCE

Campbell provides an extensive financial assistance program for students who have need. In 1983-1984 Campbell awarded some type of financial assistance to 82 pecent of its students. Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the following toll-free numbers — North Carolina 1-800-682-4111; out-of-state 1-800-334-4111.

Guidelines

Financial assistance is generally made to students on the basis of (1) prior academic record and expectations, (2) the individual's need for assistance, and (3) evidence of continuing good citizenship. Many awards are renewed in subsequent years, provided the recipient continues to make normal progress toward graduation, continues to be in need of assistance, and applies each year.

Campbell University desires to provide financial assistance sufficient to meet the needs of its students. To assist in the determination of need, Campbell, like many other educational institutions and outside assistance agencies, has its students complete a confidential financial statement for the purpose of establishing the financial strength of the student and his family.

When completing the family financial statement (FFS), or financial aid form (FAF), the student should request that the completed analysis be

sent to Campbell University. The confidential statement and Campbell University Application for Financial Aid is given to each student enrolled in the University. The Campbell University Application is mailed to incoming students in the admissions packet. The needs analysis forms are available in the high school guidance counselor's office and/or the financial aid office.

Students must reapply for loans, grants, and scholarships each year as they are not automatically renewable. This should be done as soon after January 1 each year as possible.

Scholarships

Campbell University each year provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial aid program administered by the University.

A student must be enrolled in nine hours or more to receive a scholarship.

Institutional Scholarships

The following scholarships are provided by the University.

(1) Students preparing for full-time church-related vocations—$300 per year.*

(2) High School Valedictorians who begin their post-secondary education at Campbell—$200 per year.

(3) High School Salutatorians who begin their post-secondary education at Campbell—$200 per year.

(4) Full-time pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention-Tuition Scholarship (Tuition is approximately one-half of the total tuition and general fees charged at registration.)

(5) Wife of Number (4) above—Tuition Scholarship.

(6) Full-time church pastor, other than Number (4) above—$300 per year.

(7) Wife of Number (6) above—$100 per year.

(8) Children of Number (4) above—$250 per year.

(9) Children of Number (6) above—$100 per year.

(10) Children from Children's Homes—$200 per year.

(11) Children of N.C. Baptist State Convention Employees and children of missionaries—$250 per year.

(12) Children of Baptist employed Associational Missionaries affiliated with the N.C. Baptist State Convention—$250 per year.

(13) Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarship (additional brochure may be requested) — $200-$400 per year.

Applications must be submitted for renewal each year. Before March 1 applicants should write to the

Brotherhood Department or State Acteens Director, Baptist State Convention, P.O. Box 26508, Raleigh, North Carolina 27611.

(14) Students selected by Pastors of churches cooperating with the Baptist State Convention of North Carolina—$100 per semester. For 8 semesters.

(15) Other institutional scholarships are available in the area of athletics, music, admissions and academics.

*To qualify for a scholarship, a full-time church-related vocation student must present a letter of recommendation from his or her church. Continuation of the award of such scholarships is conditioned upon the student's satisfactory performance. All students receiving scholarships from the University because of their church-related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell University.

ENDOWED SCHOLARSHIPS

Campbell is most grateful for the financial assistance made available to its students each year through scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and the geographical area of applicant often are factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon number of returning recipients and earnings available from the invested principals.

SCHOLARSHIPS

Restricted Endowment Funds

Ned B. Ball Business Scholarship
Benson Baptist Church Scholarship
E. Willard Berry Endowed Memorial Scholarship
Kate Britt Biggs Scholarship
Joe E. Bouldin Memorial Scholarship
Josephine Harmon Bradley Scholarship
The Lola Kearney and Rufus Allen Britt Endowed Scholarship
George H. Britton, Sr. Scholarship
The Judge John J. Broderick Memorial Scholarship
Bryan-Faircloth Presidential Scholarship
Mr. and Mrs. J. Shepherd Bryan Memorial Scholarship
James E. and Mary Z. Bryan Foundation Scholarship
Lanie Horton and W. Carroll Bryan Scholarship
Dr. Heath D. and Mary S. Bumgardner Living Endowment Scholarship
Dr. and Mrs. A.R. Burkot Living Endowment Scholarship
Dr. Charles William and Jeanette P. Byrd Living Endowment Scholarship
Ruby Baily Byrd Scholarship
The Major Sam Byrd Trust Education Scholarship
Major Sam Byrd and Ruby Bailey Byrd Memorial Scholarship
Ruth Carter Memorial Scholarship
Crawford Rogers Coates Memorial Scholarship
Iley Inscoe Crawley Scholarship Fund
The Creech Memorial Scholarship
Andy Creed Memorial Scholarship
Herbert Stanley Croft Memorial Trust Education Scholarship
The Danner Family Scholarship
Everette Lassiter Doffermyre Scholarship
Dr. Luther Randolph Doffermyre Living Endowment Scholarship
Lucille Lawrence Ellis Law School Scholarship
Lucille Lawrence and Waylon Scott Ellis Scholarship
Carl Fitchett Memorial Scholarship
Carl and Virginia Fitchett Memorial Scholarship
The A. J. Fletcher Educational and Opera Foundation Music Scholarship
Ellen Barnes Floyd Scholarship
T. Harry Gatton Trust Scholarship
Betty Byrd Green Music Scholarship
Valera Justice and Stacy Buckner Hall Scholarship
Eula Green and Rufus Benton Harmon Memorial Scholarship
Blanton A. and Mamie Elizabeth Hunter Hartness Scholarship
J. Paul and Bettie H. Hatley Scholarship
Juanita S. and Howard T. Hight Living Endowment Scholarship

Brenda Joyce Holland Scholarship
Charles B. and Alma Dark Howard Scholarship
John Stewart and Mary Cox Howard Scholarship
Ronald Hyatt Memorial Scholarship
Sue Weddle and B.W. Jenkins Scholarship
Robert S. and Mattie McPherson Jernigan Endowed Scholarship
The Alton Glenn Johnson and Mary Green Johnson Fine Arts Scholarship
Berles C. and Frances B. Johnson Scholarship
Dr. Ralph Johnson Memorial Scholarship
Rufus Warren Johnson Memorial Scholarship
Starr Johnson Memorial Scholarship
Grace Butler and Frederick Rulfs Keith Living Endowment Scholarship
King Roofing and Manufacturing Company Scholarship
Kinnett Memorial Scholarship
I. Beverly Lake Constitutional Law Scholarship Award
Layton Memorial Scholarship
Mamie V. Luther Memorial Scholarship
Marshbanks Memorial Scholarship
Wilma L. McCurdy Memorial Fund
Robert Allen McIntyre, Jr. Memorial Scholarship
North Carolina Sheriffs' Association Scholarship
The George Washington O'Quinn and Mary Patterson O'Quinn Memorial Scholarship
Mary Paschal Scholarship
The Addie White Peedin Scholarship
D. Russell Perry and Gertrude McIntosh Perry Scholarship
Diffie Cummings and Martha Speas Phillips Endowed Scholarship
Tina Walker Poole and William Henry Poole, Sr. Scholarship
The Popes Family Centers Business Scholarship
The Harry Hymrick Prince Scholarship
The Stephen White Prince Scholarship
The Joseph Riley and Ruby Edwards Puckett H. E. L. P. Memorial Scholarship
Ruth Blue Purser and Roy Matheny Purser, Sr. Living Endowment Scholarship
The Lloyd Bryan Respass Memorial Scholarship
Dr. Clarence Eugene and Ann J. Roberts Living Endowment Scholarship
Mr. and Mrs. A. E. Rozar Memorial Scholarship
Ellen Amanda Rumley Scholarship
The Ernest Paschal Sauls Student Endowed Scholarship
Chloe Avery and George Thomas Scott Scholarship
Alice Pruitt Shouse and James S. Shouse Scholarship
Elgie Lee and Lonnie Dalton Small Scholarship
Martha Kathryn and Woodrow Wilson Small Scholarship

Maxcey Dalton and Lillian D. Small Scholarship
Jesse Slocumb Smith Scholarship
Willie Mae and A. Clay Smith Scholarship
S. C. Foundation of Independent Colleges Scholarship
Southeastern Trust School Scholarship
Alford Pope Stephens and Mary Stephens Stephens Living Endowment Scholarship
Elise M. K. Stephenson Memorial Scholarship
Grace White and Gilbert Thomas Stephenson Scholarship
The Myrlie Alice Stephenson Memorial Scholarship
James P. and Caroline Stovall Trust
H. Paul and Dee M. Strickland Scholarship
J. Hunter and Mabel C. Strickland Scholarship
Campbell University Tartan Club Scholarship
D. M. Tatum Memorial Scholarship
Fred L. and Alliene Fresh Taylor Endowed Scholarship
William S. Terrell Scholarship
Horace Graham Thompson Memorial Scholarship
Dr. Gordon L. and Mary Eunice Sorrell Townsend Living Endowment Scholarship
J. Leroy and Lucy Bullard Townsend Living Endowment Scholarship
Wade Baptist Church Financial Aid Fund
Dorothy Jones Watson Living Endowment Scholarship
James Earl Watson Living Endowment Scholarship
Walter James and Margaret Chason Wiggins Memorial Scholarship
Mildred Harmon and Norman Adrian Wiggins Law Scholarship
I. R. Williams Memorial Scholarship
Virginia L. and Odell Williamson Living Endowment Scholarship

Restricted Endowment Fund Scholarships In Progress

The Joseph K. (Joey) Adams Law School Scholarship
Mildred O. and William Henry Barringer Law School Scholarship
The Bass Air Conditioning Company, Incorporated Scholarship
Thomas S. Benton Memorial Scholarship
Campbell University Board of Ministers Scholarship
Helen Sharp and Brantley C. Booe Scholarship
George Liston and Annie Laurie Brown Scholarship
Estelle Burt Scholarship
C & D Insurance Service, Incorporated Scholarship
The Carolina Bank Scholarship
The Nelle Rives Cheek Music Scholarship
Carolyn Clark Memorial Scholarship
Hargrove B. Davis Golf Scholarship
Sarah Gray Duncan and Virgil Ennis Duncan Scholarship
Elizabethtown Baptist Church Scholarship

James L. Faison Memorial Scholarship
Faircloth Law School Fund
The Howard Q. and Mescal S. Ferguson Scholarship
Macie Reagan Freeze Memorial Scholarship
Austre Cavazos and Walter Conard Gass Social Science Scholarship
General Law School Fund
Department of Geology Fund
The Leland J. and Margaret Stewart Gier Biology Scholarship
The Ara Elmira J. Gilchrist Scholarship
The Grubb Family Scholarship
Evander Washington and Mina West Jackson Scholarship
The Jackson-Delta Theta Phi Law Scholarship
Mildred Horner and E. Weldon Johnson Scholarship
The Teresa and Ulrich Jones Memorial Scholarship
Calvin Koonce Scholarship
Thomas Theron Lanier Memorial Scholarship
The Ella Mae Clark Maness Ministerial Scholarship
Campbell University Department of Mathematics Scholarship
Brenda Elaine McLaurin Scholarship
John A. McLeod, Jr., Journalism Scholarship
The Janice Daniels and Clifford Russell Miller Scholarship
The John Robert Mitchell Memorial Scholarship
Mabel and Cadvin Norris Scholarship
Lundie Calvin Ogburn and Mamie Avery Byrd Ogburn Trust
Page Memorial Scholarship
The Winston and Winnie Pearce Scholarship
Robert T. Peters, III Scholarship
Peggy Haynie and P. C. Purvis Living Endowment Scholarship
Ruth Jordan Richards and John L. Richards Scholarship Loan Fund
The Kathy C. and John Calvin Small Living Endowment Scholarship
Ruth C. and Willard D. Small Living Endowment Scholarship
Adeline Keith and Thomas J. Smith Scholarship
Ruby and Steve J. Smith Scholarship
Algernon Sydney Sullivan Scholarship
Mary Mildred Sullivan Scholarship
The Dale Allison Swenson Memorial Scholarship
G. A. Tripp Social Science Scholarship
Alvin Dale Wells Memorial Scholarship
Wilkins Scholarship Aid
James Bennett Willis and Evelyn Willis Scholarship
Margaret Ross and James Bennett Willis Scholarship

Other Scholarships

Wilma McCurdy Memorial Scholarship
Dorothea Van Deusen Opdyke Scholarship

JAMES E. AND MARY Z. BRYAN FOUNDATION

Student Loan Program

Legal residents of North Carolina enrolled or accepted for enrollment as full-time students in undergraduate programs may borrow up to $2,500 per semester, but may not exceed $12,500 during their undergraduate study. Loans are administered by College Foundation, Inc. The annual Percentage rate is 8% simple interest.

Repayment begins six months after the borrower ceases to be a full-time student, with monthly payments of at least $50.00.

Applications may be obtained from the Financial Aid Office at Campbell or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina, 27605.

When requesting an application from the Foundation, the applicant must include the name and address of the educational institution that he or she plans to attend. Applications must be sent to the aid officer for certification; the aid officer will submit certified application to the Foundation. June 15 is the deadline for applications for the fall semester. Applications should be received at Campbell two weeks before this date.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

Full-time, undergraduate, resident students of North Carolina may receive funds by completing the proper application (NCLTG application).

North Carolina Student Incentive Grant

Students may receive up to $1,500 by submitting a copy of the needs analysis to College Foundation, Inc. by March 31. Student will receive a request for additional information if eligibility is determined for the Student Incentive Grant.

NORTH CAROLINA STATE CONTRACTUAL SCHOLARSHIP FUND

Students who are residents of North Carolina and who establish financial need beyond the NCLTG may qualify for assistance from North Carolina State Contractual Scholarship Fund. Information is available in the Financial Aid Office.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or

emotional disabilities should contact the State Rehabilitation Commission for assistance.

Guaranteed Student Loan (GSL)

A low interest loan, based upon need, which enables a student to borrow up to $2500 per year at 8 percent interest for new borrowers. The maximum that can be borrowed for undergraduate studies is $12,500. Loan repayments begin 6 months after graduation or you leave school. Each state has its own lending agencies and the Campbell Financial Aid office can provide you with this information. North Carolina residents may obtain an application from the Financial Aid office or by writing to:

College Foundation, Inc.
1307 Glenwood Avenue
Raleigh, North Carolina 27605

North Carolina Scholarship Loan for Prospective Teachers

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in selected areas in the public schools of North Carolina. Students with a good high school or college record may be eligible for a loan in the amount of $900 for each of the four years in college. One annual loan is automatically cancelled for each year the student teaches in an accredited public school in North Carolina. The subject matter taught must be in the critical areas such as math, science, bi-lingual, etc. To apply, write:

Prospective Teacher Scholarship Loan
State Department of Public Instruction
Raleigh, North Carolina 27602

If the student does not teach, the loan must be repaid at seven percent annual interest.

FEDERAL GRANTS AND LOANS

Supplementary Educational Opportunity Grants

A limited number of supplementary educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and are in full-time attendance; (3) show evidence of academic or creative promise and capability of

maintaining good standing in their course of study; (4) demonstrate a financial need. Grants under this program vary from $200 to a maximum of $2,000 per year depending upon funds available and the need of students concerned.

Pell Grant (Formerly Basic Education Opportunity Grant — BEOG)

Students who have a sufficient financial need may be eligible for this grant up to a maximum of $1900 annually. Students may apply by submitting an Application for Federal Student Aid or by requesting that a copy of their FFS or FAF be sent to the U.S. Department of Education.

Veterans Assistance

Veterans, widows of veterans, children of disabled or deceased veterans, and active military personnel who need assistance in applying for benefits should contact their local Veterans Administration Office or the Director of Veterans Affairs, Campbell University, Buies Creek, North Carolina 27506.

Army ROTC Scholarships and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginai 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without scholarship receive $100.00 per month allowance during ten months of each year.

National Direct Student Loan (NDSL)

A program of borrowing based upon need, which enables a student to borrow up to $6000 maximum during their undergraduate studies. The amount received annually depends on individual need and funds available. These loans are non-interest bearing while a student is enrolled full time. During the repayment period, interest is calculated

at 5 percent on the declining balance. Repayment may be deferred under certain conditions. Repayments of these loans are monthly.

College Work-Study

This program provides the student who is eligible under the Federal College Work Study Program an opportunity to work and earn part of the money necessary to meet his educational expenses. It is an "hours worked, hours paid" type of program. The student approved for Work-Study is compensated on a monthly basis for the hours that he has worked during the month. The student is not permitted to deduct a Work-Study award from his educational charges at the beginning of the semester that he has been approved to work. Students work in almost all areas of the campus-library, food service, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies.

Students interested in assistance of this type must complete a FAF or FFS application which may be obtained from a high school guidance counselor or from the University's Financial Aid Office. Assistance in completion of appropriate forms will be offered when needed. After being approved for Work-Study, each student must visit the Financial Aid Office to obtain a work contract before beginning work.

How to Apply For Financial Aid

(1) Complete application for Admission to Campbell University and send to Admissions Office, P.O. Box 546, Buies Creek, N.C. 27506.

(2) Complete Financial Aid Application for Campbell University and send to Financial Aid Office, P.O. Box 36, Buies Creek, N.C. 27506.

(3) Complete a Family Financial Statement, American College Testing, or Financial Aid Form, College Scholarship Service. These are available from your high school guidance office or the University's Financial Aid Office. Mail to processing center with a request for copy to be sent to Campbell University.

Application for financial aid should be received in the Financial Aid Office by March 15.

After this date financial aid is awarded as soon as all information listed above has been filed, and you have been accepted for admission to the University. Applications received after March 15 will be considered as funds become available.

Additional information may be obtained by requesting a copy of the Student's Financial Aid Consumer Information brochure from the Admissions Office or the Financial Aid Office.

ENDOWMENT FUNDS

The Graham A. Barden Chair of Government
Ora Carr Cansler English Professorship
The Creech Memorial Scholarship Annuity Trust
Lucille Lawrence Ellis Professor of Law
The Charles B. and Alma Dark Howard Chair of Religion
Jefferson-Pilot Professorship of Business
Ruth Bethea Johnson Annuity Trust
The Lundy Chair of the Philosophy of Business
Gordon B. Rowland Charitable Unitrust
Mrs. Siddie Sauls Annuity Trust
Victor Small Trust
T. F. Staley Lecture Program
Jesse Miller Tucker Memorial Fund
The Lewis Edward and Martha Barnes Tyner Chair of Bible

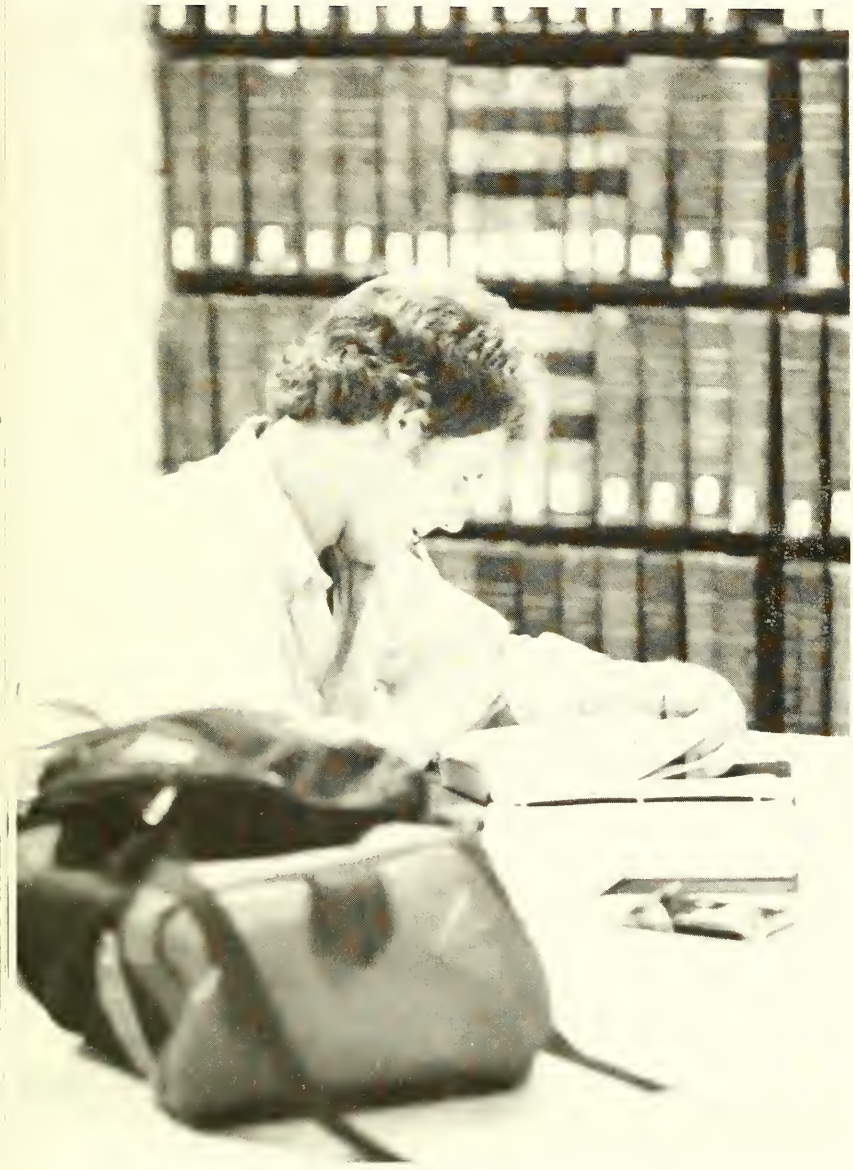
Unrestricted Endowment Fund

The D. Rich Memorial Endowment Fund

ENDOWMENT FUNDS IN PROGRESS

Blackmon Annuity Fund Trust
Chair of Church Music (The Howard Fund)
Faircloth Fund
Department of Geology Fund
General Law School Fund
Thomas J. (Jack) Lynch—Professorship of the Philosophy of Law
Mabel Powell Chair of English
J. Leon Rumley Chair of Business
Mrs. M. A. Small Annuity Trust
Claude E. Teague Library Bookshelf Fund
Evelyn and James Bennett Willis Annuity Trust
Margaret Ross and James Bennett Willis Annuity Trust
Alma Dark Howard Chair of Church Music

4. Academic Program



DEGREE REQUIREMENTS

BACHELOR'S DEGREES

Campbell University offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Applied Science, and Bachelor of Health Science degrees.

A candidate for a Bachelor's degree must:

1. Demonstrate evidence of good character.
2. Complete the General Curriculum required for the specific degree.
3. Satisfy the Cultural Enrichment Program attendance requirement.
4. Complete a minimum of 12 semester hours in the departmental major at Campbell.
5. Achieve a grade point average of 2.0 on all work attempted. In addition a 2.0 average is required for all work attempted at Campbell and in the major.
6. Complete 128 semester hours of which the last 32 must be earned at Campbell.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

From time to time changes are made in General Education requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted as well as to all students who reenroll after a period of absence.

ASSOCIATE IN ARTS DEGREE

A candidate for the Associate in Arts degree must have demonstrated evidence of good character and complete the prescribed work with a minimum residence requirement of sixteen semester hours.

A candidate for the Associate in Arts degree must complete 64 semester hours with a 2.0 grade point average on all work offered for

graduation and he must have a 2.0 grade point average on 80 percent of all work attempted.

THE GENERAL CURRICULUM

The General Curriculum includes courses representing all academic divisions. The purpose is to provide students the opportunity to acquire skills, experience, and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience and enjoy the good life motivated by tolerance and concern for others.

Students pursuing the Bachelor of Arts, Bachelor of Science, and *Bachelor of Business Administration Degrees must complete all courses in the General Curriculum.

DIVISION	NUMBER OF COURSES
Fine Arts	
Arts 131, Music 131, or Drama 131	1
Humanities	
English 111, 112 (111 may be waived for students with a SAT verbal of 500+ and a B average in high school English)	1-2
English and/or American Literature (one course in foreign literature may substituted for one literature course)	2
*Foreign Language 111, 112 (If a student begins a new language, 101, 102 and 111 must be completed)	2-3
Religion 101 and any additional religion course	2
**Philosophy and/or Social Science	2
Mathematics and Science	
Two mathematics courses numbered 111 and above as selected by the major department (one course may be selected from DP 225, Math 275, or Phil. 221); or Math 122	1-2
Two laboratory science courses from Biology, Chemistry, Geology, or Physics	2

Professional Programs	
Physical Education 185 and any activity course	2
Social Science	
History 111, 112	2
**Social Science (Economics, Government, History, Sociology) and/or Philosophy	2
Total General Education Hours	53-59 Semester Hours

*Foreign Language

Students pursuing the Bachelor of Business Administration degree are required to complete two foreign language courses which may be met by presentation of two or more high school units in the same language.

**Students are required to complete only two courses. Requirements are listed under two division for clarity purposes.

CEP ATTENDANCE

The Campbell University Cultural Enrichment Programs represent an attempt to faciliate communication within the university, to contribute to the cultural and educational atmosphere of the campus and to stimulate religious search and commitment. Programs will be offered in several categories which implement this stated goal: Worship/Theology; Convocation/Lectures; and Fine Arts. Twenty-four Culutural Enrichment Programs are planned for a given semester. The student is required to attend the C.E.P. four of the semesters while at Campbell. Students transferring in with Freshman or Sophomore status must fulfill the C.E.P. requirements as stated. Students transferring to Campbell University after their Sophomore year will attend two semesters of C.E.P. Students who are attaining an Associate degree will attend two semesters of C.E.P. The student receives one-half hour credit for each semester of C.E.P. attendance. The grade will depend upon the number of absences.

Each student must satisfy the C.E.P. requirement to be eligible for graduation.

BACHELOR OF ARTS DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the appropriate academic Division listed in this *Bulletin*.

The Bachelor of Arts degree is awarded to students in the following majors:

Fine Arts Division
- Music Education
- Church Music
- Piano Pedagogy
- Composition
- Comprehensive Music
- Theatre
- Religious Drama

Humanities Division
- Religion
- Religion and Philosophy
- English
- Communications
- French
- Spanish

The Lundy-Fetterman School of Business
- Economics

Social Science Division
- Government
- History

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the appropriate academic Division listed in this *Bulletin*.

The Bachelor of Science degree is awarded to students in the following majors:

The Lundy-Fetterman School of Business
- Business Education (Basic)
- Economics

Mathematics and Science Division
- Biology
- Chemistry
- Geology
- Mathematics
- Medical Technology

Professional Programs Division
- Elementary Education (Early Childhood, Intermediate, Middle Grades)
- Psychology
- Home Economics
- Physical Education
- Church Recreation
- Clothing, Textile-Fashion Merchandising
- Home Furnishing Merchandising
- Food Service Management
- Military Science

Social Science Division
- Social Science
- Social Services
- Sociology

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the Lundy-Fetterman School of Business section of this *Bulletin*.

The Bachelor of Business Administration degree is awarded to students in the following majors:

- Accounting
- Business Administration
- Data Processing
- Trust Management

BACHELOR OF APPLIED SCIENCE DEGREE REQUIREMENTS

The Bachelor of Applied Science Degree is awarded to students transferring up to 64 semester hours from an accredited Associate of Applied Science program. Majors are offered in Human Services and Science Technology.

Course requirements include:

Core Curriculm	36-40 Hours
English 111-112	3-6 hours
Literature	3 hours
Religion 101	3 hours
Math/Science (must include one laboratory science)	10-11 hours

Fine Arts	3 hours
Social Science	3 hours
History	6 hours
Psychology	3 hours
P.E. 185	2 hours
	36-40 hours

Cognate Courses 15-17 hours

Professional and/or technical courses - up to 64 hours

Approved electives to total 128 hours

BACHELOR OF HEALTH SCIENCE DEGREE REQUIREMENTS

The Bachelor of Health Science degree is awarded to students transferring up to 64 semester hours from an approved Allied Health program.

Course requirements include:

Core Curriculum 36-40 hours

English 111-112	3-6 hours
Literature	3 hours
Religion 101	3 hours
Math/Science (3 courses, to include both areas)	10-11 hours
Fine Arts	3 hours
Social Science	3 hours
History	6 hours
Psychology	3 hours
P.E. 185	2 hours

Cognate Courses 15-23 hours

Professional and/or technical courses - up to 64 hours

Approved electives to total 128 hours

DIVISION OF FINE ARTS

CHAIRMAN, DR. PAUL M. YODER

The division of Fine Arts includes the disciplines of Music, Art and Drama. The Bachelor of Arts Degree is offered in the following areas: Music Education, Church Music, Piano Pedagogy, Composition, Comprehensive Music, Theater, and Religious Drama. A major in Art is in the process of being formulated with a Concentration in Art presently being offered.

In addition to the academic area, the Division contibutes significantly to the cultural life of the University through the promotion of a variety of activities including concerts by visiting artists, art exhibits and faculty recitals as well as musicals, concerts, plays, recitals and art displays involving students.

The Division of Fine Arts is located in the Taylor Bott Rogers Fine Arts Center.

MUSIC

PROFESSOR: DR. YODER
ASSOCIATE PROFESSORS: DR. ELMORE, MS. HORTON, MR. STONE, DR. PIPER, DR. SCARBOROUGH
INSTRUCTORS: MR. STAMP, MS. HUGHES, MS. HEARNE-REINOSO, MS. YARBROUGH

Admission into the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano.

Study on a major instrument is required each semester. A second instrument is studied each semester until the desired level of proficiency is reached. For the non-keyboard major the second instrument is piano. Participation in Choir, Chorale or Wind Ensemble is required each semester except the Music Education and Church Music programs during the Student Teaching and Practium semesters.

Candidates for graduation must have an overall "C" average on all college work attempted and a grade of "C" or better on each course required in the major area.

The following courses are required of all music majors: 101, 102, 132, 133, 201, 202, 221, 331, 332, 432.

Music Education (Vocal-Keyboard) requirements include the following music courses in addition to those required of all majors: 222, 263, 264, 265, 266, 421, 422, 453. Half recital the senior year. Total number of hours: 130.

Music Education (Instumental) requirements include the following music courses in addition to those required of all majors: 263, 264, 265, 266, 401, 423, 424, 453 and minor applied instrument (wind). Half recital the senior year. Total number of hours: 130.

Church Music requirments include the following music courses in addition to those required of all majors: 222, 322, 326, or 327, 427, 428, 429, 437 and 457. The following Religion courses are required in the Church Music curriculum: 101, 202, 212, 222, 224, 226. One half recital the senior year. Total number of hours: 132.

Composition requirements include the following music courses in addition to those required of all majors: 190, 191, 222, 263, 264, 265, 266, 291, 302, 391, 401, 402, 491. One half recital on the major instrument the sixth semester, and one half recital in Composition required the eighth semester. Total number of hours: 129.

Requirements for the Comprehensive Music curriculum include the following in addition to those required of all majors: 222, 302 and 401. Electives may be chosen from any subject area. Half recital the senior year. Total number of hours: 128.

Piano Pedagogy requirements include the following music courses in addition to those courses required of all majors: 222, 302, 324, 325, 333, 334, 425, 426, 433, 434, 435, 436. Half recital the senior year. Total number of hours: 130

PREREQUISITES: Music 101 and 102 are prerequisites to all credit music courses excepting the following: 131, 132, 133, 321, 437, Music Ensembles and Applied Music. Music 201, 202 are prerequisites to the following: 302, 331, 332, 401, 402, 432 and 457. Music 101, 102, and 201 are prerequisites to 190. Music courses 190, 191, 291, 391, 491 must be taken in sequence. Exceptions to the above must be made with the consent of the instuctor and the Chairman of the Department of Music.

COURSE OFFERINGS

101. Introduction To Theory (4).
The basic rudiments of music, including scales, intervals, primary triads, melody, rhythm, sight singing, keyboard harmony and melodic, harmonic and rhythmic dictation. Brief consideration of the acoustics of music.

102. Elementary Tonality (4).
Continued study of elementary music theory, including intervals, rhythm, melody, secondary chords and inversions, sight singing, melodic, harmonic, and rhythmic dictation, and keyboard harmony.

131. Music Appreciation (3).
An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133. Music Literature (1, 1).
A study of basic vocabulary, forms, periods, and styles of music. An introduction to music literature for freshman music majors.

161-162. Class Piano-Elementary (1, 1).
Class instruction in piano, elementary level.

201-202. Advanced Tonality (4, 4).
A continuation of Music 102 including seventh cords, altered chords, modulation and chromatic harmony. Study of the formal structures used in the common practice period. Sight singing, dictation and keyboard harmony continued.

221. Conducting (2).
A study of basic conducting techniques.

222. Choral Conducting and Materials (2).
A study of choral rehearsal techniques, literature and materials appropriate for junior and senior high school choral groups and church choirs. Prerequisite: Music 221.

261-262. Class Piano-Intermediate (1, 1).
Class instruction in piano, intermediate level.

263. Woodwind Methods (1).
Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264. Brass Methods (1).
Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265. String Methods (1).
Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266. Percussion Methods (1).
Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

302. Tonal Counterpoint (3).
A study of eighteenth century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the study of contrapuntal procedures and devices, creatively applied in progressive exercises.

321. Music for the Classroom Teacher (3).
The methods and materials used by the classroom teacher in presenting music in the elementary grades, including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

322. Advanced Choral Conducting (2).
A study of advanced choral techniques and literature. Special emphasis given to cantata literature. Prerequisites: Music 221, 222.

324. Elementary Piano Pedagogy (3).
A study of the methods and materials for teaching piano on the elementary level, including observation of private and class piano.

325. Advanced Piano Pedaogoy (3).
A study of the methods and materials for teaching piano on the intermediate and advanced levels, including observation of private and class piano.

326. Service Playing (1).
Techniques and materials used in playing for church services. The course is for

the Church Music major whose principle instrument is organ. (Other keyboard majors admitted by permission of the instructor and the Chairman of the Department of Music.)

327. Organ Nomenclature (1).
An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principle instrument is not organ.

331. Music History to 1750 (3).
A chronologial study of the development of western music from its orgins with emphasis on the growth of musical concepts. Study of composition techniques, styles and the analysis of musical forms. Interrelation of music, painting, sculpture, literature and architecture.

332. Music History 1750-1900 (3).
Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture and architecture with music.

333. Clavier Literature 1550-1750 (2).
Survey of composers and their works written for the harpsichord and clavichord during the Renaissance and Baroque eras.

334. Piano Literature 1750-1900 (2).
Survey of composers and their major piano works during the Classical and Romantic eras.

401. Orchestration (2).
The study, techniques and history of arranging for orchestra, band and heterogeneous groups. Major project for full ensemble required.

402. Forms and Analysis (3).
A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).
A study of techniques of teaching, particular problems and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and college preschool music class constitutes part of the program.

422. Music in the Junior and Senior High School (2).
A study of techniques of teaching, particular problems and appropriate materials in this age group (12-18); the general music class, the adolescent voice, organization of the choral program and suitable song materials. Laboratory experience in the schools constitutes part of the program.

423. Wind and Percussion Pedagogy (2).
A study and practical application of the techniques of teaching band instruments in the public schools. Includes marching band techniques, band instrument repair, criteria for selection of teaching materials, conducting, literature and rehearsal techniques.

424. Band and Orchestra Administration (1).
The organization and maintenance of an instrumental music program in the public schools. Includes fund raising problems, motivational tools, budgeting and community support concepts. Designed for students who are preparing to enter student teaching.

425-426. Supervised Teaching of Piano (3,3).
Experience with teaching piano at various levels, under the guidance and observation of the instuctor.

427. Music for Children (3).
A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice, performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and college preschool music class constitutes part of the program.

428. Music for Youth and Adults (3).
A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429. Church Music Philosophy and Administration (3).
Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

431. Choral Literature (3).
A study of choral compositions from Palestrina to the present with special attention devoted to the larger forms.

432. 20th Century Music Literature and Theory (3).
A study of music literature of the twentieth century; trends, "isms," from the Post Romantic to the present. Analyzation and application of composition techniques of selected composers.

433. 20th Century Piano Literature (2).
Survey of composers and their major works composed for piano during the 20th Century.

434. Piano Literature (Chamber Music) (2).
A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436. Piano Ensemble (1, 1).
A study and performance of literature for piano ensemble at one, two or more pianos.

437. Hymnology (3).
The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438. Service Music and Solo Literature (1).
Exploration of the historical background of types of music used on the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Compose music intended to aid in leading the individual to a satisfying worship experience.

453. Music Methods and Materials (1½).
Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

457. Practium in Church Music (4).
Conducted on a part-time basis during the final semester of college work. The student observes, aids and ultimately assumes charge of rehearsals and music in the worship service. Exposure to and involvement in a variety of church activities including weddings, funerals, and special church functions. Supervision by a full-time minister of Music and a member of the Music faculty.

461. Recital (1).
Senior year, 50 minutes of music with program notes. Prerequisite: Junior recital with 25 minutes of music.

ENSEMBLES

441. Campbell University Choir (1).
Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance of secular and scared choral music. The major University Choral Ensemble.

442. Campbell Singers (1).
Open to all students by consent of the director. Emphasis on Renaissance, Baroque, Contemporary, Classical and popular music.

443. Campbell University Chorale (1).
Open to all students and faculty with consent of the director. Performance of secular and sacred music.

452. Woodwind Ensemble (1).
Open to all students and faculty with consent of the director.

454. Jazz Ensemble (1).
Open to all students and faculty with the consent of the director.

455. Brass/Percussion Ensemble (1).
Open to all students and faculty with the consent of the director.

456. Wind Ensemble (1).
Concentration on original wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

APPLIED MUSIC

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Music Department.

071, 171, 271, 371, 471.	Piano
072, 172, 272, 372, 472.	Organ
073, 173, 273, 373, 473.	Voice
074, 174, 274, 374, 474.	Flute
075, 175, 275, 375, 475.	Oboe
076, 176, 276, 376, 476.	Bassoon
077, 177, 277, 377, 477.	Clarinet
078, 178, 278, 378, 478.	Saxophone
079, 179, 279, 379, 479.	Percussion
081, 181, 281, 381, 481.	Trumpet
082, 182, 282, 382, 482.	French Horn
083, 183, 283, 383, 483.	Trombone
084, 184, 284, 384, 484.	Euphonium
085, 185, 285, 385, 485.	Tuba
086, 186, 286, 386, 486.	Violin
087, 187, 287, 387, 487.	Viola
088, 188, 288, 388, 488.	Violoncello
089, 189, 289, 389, 489.	Double Bass

COMPOSITION

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

190. Composition I (2).
An introduction to compositional styles with a concentration on early 20th century music including impressionism, free tonality, modal writing and pan-diatonicism.

191. Composition II (2).
Further study of 20th century composition with the emphasis on polychords, polytonality, clusters and heightened chromaticism.

291. Composition III (2).
Examination of 12-tone and serial compositional techniques — Avant garde music will also be explored.

391. Composition IV (2).
Study of electronic music from simple tape manipulation to computer music.

491. Composition V (2).
Major concentration on developing the student's own style, being eclectic from previous course work.

ART

INSTRUCTOR: MS. LANE

A concentration in Art requires a minimum of 18 semester hours. Required courses include Drawing (101), Painting (104), Introduction to Art (131) and Design (201). Two additional courses may be selected from other offerings in Art to complete the concentration. Art major under study.

101. Drawing I (3).
Introduction to various media, with emphasis on line, shape, value and texture principles. Studies include still life, landscape, figure and portrait.

102. Drawing II (3).
Continuation of Art 101 with the emphasis on more advanced drawing problems. Course will include composition and individual directions with style and expression.

103. Watercolor (3).
Introduction to the techniques of watercolor with focus on materials, processes, approaches and various subjects.

104. Painting I (3).
Introduction to oil techniques and studio painting from model, still life and landscape. Prerequisite: Art 101.

105. Painting II (3).
Continuation of Art 104 with the emphasis on advanced painting problems. Course will include composition and individual directions with style and expression.

131. Introduction to Art (3).
Introduction to the history of Art. An investigation of styles, periods and artists as they relate to time and place in creative works of Art; primarily a survey of painting, sculpture and architecture.

201. Design I (3).
Principles of Design are studied through a sequence of two and three dimensional studio problems and various media.

202. Design II (3).
Continuation of basic principles of design investigation in advanced two and three dimensional studio projects.

203. Advanced Drawing and Painting I (3).
Individual study in life drawing and painting with focus on pursuit of style and expression. Prerequisites: Art 101, 102, 104, 105.

204. Advanced Drawing and Painting II (3).
Continuation of Art 203.

210. Crafts (3).
Introduction to crafts, including basic techniques of pottery handbuilding, small loom construction and weaving, basketry and simple jewelry.

211. Pottery I (3).
Introduction to basic clay handbuilding techniques and wheel-throwing with projects stressing three-dimentional design. Firing and glazing.

212. Pottery II (3).
A continuation of beginning pottery with the advanced projects and techniques in handbuilding and wheel-throwing.

213. Sculpture I (3).
Emphasis on mass, form, texture and design emphasis in creative processes using clay, plaster, and assemblage materials. Study includes relief, sculpture-in-the-round and mobiles.

214. Sculpture II (3).
Continuation of Art 213 with focus on carving and construction in multi media works including some metals and woods.

311. Printmaking I (3).
Introduction to printmaking processes including woodcut and etching with emphasis on design and composition. Prerequisite: Art 101, 201.

312. Printmaking II (3).
Introduction of stencil and emulsion methods of silk screen as a printing process emphasising design and multi-color prints. Prerequisite: Art 311.

313. Advanced Sculpture I (3).
Introduction to acetylene welding, mold construction, casting and other more complex sculpture methods. Prerequisites: Art 213, 214.

314. Advanced Sculpture II (3).
Continuation of Art 313 with focus on individual constructions of selected techniques and composition problems.

321. Art For The Elementary School (3).
Introduction to methods and materials for teaching art in the elementary school. Focus on childrens' artistic stages, the lesson plan, activities in production and art criticism and history.

DRAMATIC ART AND SPEECH

ASSOCIATE PROFESSOR: MR. LINNEY

INSTRUCTOR: MR.MARTZ

Students wishing to major in Dramatic Arts have the option of choosing from two areas of concentration: Theatre or Religious Drama. Majors must participate in the theatrical productions of the Campbell Players for no less than three semesters, and must complete the requirements of directing at least a one-act play in the senior year.

Candidates for graduation must have an overall "C" average in all college work attempted and a grade of "C" or better on each course required in the major area.

The following core courses are required of all Dramatic Art majors: 113, 115, 131, 221, 222, 224, 225, 226, 241, 331, 332, 342, 351, and 442.

Theatre Curriculum - In addition to the general core and the Dramatic Art core, the following courses are required: Drama 321, English 415, 418, Public Relations 306, Introduction to Broadcasting 325, plus nine hours of Drama electives.

Religious Drama Curriculum - In addition to the general core and the Dramatic Art core, the following courses are required: Religion 101, 202, 212, 222, 224, 226, 362, Music 437, Education 431, six hours of Religion electives, and three hours of Dramatic Art electives.

A concentration in Dramatic Art requires a minimum of nineteen hours including 113, 131, 221, 241, 242, 442, and three hours of Drama electives.

Prerequisites: The following courses must be taken in sequence: 241, 242, 342, 442.

113. Voice and Diction (2).
A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

115. Public Speaking (3).
A study of the principles of oral communication in order to increase a student's skill in presenting ideas through speech, and develop his vocal, physical, critical, and analytical skills through actual speech performance.

117. Corrective Speech (1).
Designed specifically for students with speech disorders. Problems are dealt with on an individual basis.

131. Introduction to Theatre (3).
A broad survey of theatre from its orgins to modern times.

221. Stagecraft (3).
An applied study of the fundamentals of technical theatre including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation.

222. Stage Make-up (3).
A basic study of the design principles and application of stage make-up.

224, 225, 226. Theatre Practicum (1, 1, 1).

Each drama major is required to participate in the theatrical productions of the department for three semesters. Assignments will be made for the practical applications of basic theatre skills.

241. Acting (3).
Teaching the actor to use the fundamental tools of the craft - his voice, body, and imagination - through exercises, improvisations, and simple character development.

242. Directing (3).
An introductory course in directing. Particular attention is given to script analysis and the visual aspects of its implementation.

261. Play Writing (3).
An introductory course in the writing of plays. Particular attention is given to dramatic structure. Each student will write two (2) one-act plays.

321. Scenic Design (3).
An introduction to the basic principles and techniques of design in theory and application and a practicum in analysis, layout, drawing, color rendering, and scenic painting. Prerequisite: Stagecraft 221.

323. Lighting (3).
A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, and production techniques. Prerequisite: Stagecraft 221.

331. Pre-modern Drama (3).
A study of dramatic literature and theatre history from the classical Greeks to Ibsen.

332. Modern Drama (3).
A study of dramatic literature and theatre history from Ibsen to the present.

341. Advanced Acting (3).
The study of character development and acting styles through the techniques of analysis, scene preparation, and performance. Prerequisite: Acting 241.

342. Advanced Directing (3).
Advanced course in directing. Attention is given to analysis of themes, structure and style. Prerequisite: Directing 242.

351. Puppetry (3).
A basic study of the construction and operation of rod puppets, muppets, and marionettes and the production techniques of puppet performance.

442. Directing Project (2).
A one-act play, directed in the senior year, under the supervision of the directing faculty.

443. Creative Dramatics (3).
The study of improvisation and play as a stimulant for learning and development of creative imagination in children and young adults.

DIVISION OF HUMANITIES
CHAIRMAN, DR. DEAN M. MARTIN

There are three departments which constitute the Division of Humanites. They are Religion and Philosophy, English and Communications, and Foreign Languages. In the Humanities Division, courses of study are offered which lead to a Bachelor of Arts degree in the following areas: Religion (with various ministry specializations), Religion and Philosophy; English (with or without teacher certification); Communications (with various tracks of specialization); French (with or without teacher certification); Spanish (with or without teacher certification).

The specific requirements for majors in these areas, along with course listings and descriptions, are found below.

RELIGION AND PHILOSOPHY

PROFESSORS: DR. ALLEN (CHAIRMAN), DR. WALLACE, DR. KEYSER, DR. LANGSTON
ASSOCIATE PROFESSORS: DR. MARTIN (HUMANITIES CHAIRMAN), DR. COGDILL
ASSISTANT PROFESSOR: DR. PENNY
PART-TIME VISITING PROFESSOR: DR. FISHER

Objectives of the Religion and Philosophy Department

A. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western philosophical heritage.

B. To offer advanced elective courses in Religion and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.

C. To offer concentrations in Religion and Philosophy for those students who have more intense personal and academic interests in such areas of study.

D. To offer a Bachelor of Arts degree with majors in Religion and in Religion and Philosophy as pre-vocational preparation for students entering a religious or church-related vocation or otherwise desiring to major in Religion.

Religion/Philosophy Requirements in the General College Curriculum

Candidates for degrees requiring three hours of Religion must take Religion 101. Candidates for degrees requiring six hours of Religion must take Religion 101 (prerequisite for other Religion courses) and a second course from the 200- and 300-level Religion courses.

Philosophy courses count toward fulfilling part or all of the Social Science/-Philosophy requirement of 6 hours. Moreover, Philosophy 221 (Logic) can count as 3 of the 6 hours required in Mathematics. But Philosophy courses do not count toward fulfilling the Religion requirement unless they are cross-listed as Religion.

Church Vocations Scholarship Requirements

All students receiving scholarships from Campbell University because of their church-related vocations commitment are required to take an average of one Religion course each semester while enrolled at the University. Students should see the Director of Admissions for further information concerning such scholarships.

Requirements for the Bachelor of Arts Degree with a Major in Religion

Some students who major in Religion will choose to follow a general course of study without selecting a Ministry Specialization. Such students will complete a curriculum which consists of 37 hours of Religion beyond the General College Curriculum requirements. Normally, the Religion major will satisfy the General College Curriculum requirements by taking Religion 101 and 226 (Introduction to Church Ministries) and Philosophy 121 (Introduction to Philosophy). Included in the 37 hours for the major are the following:

A. a department core consisting of Religion 202, 212, 222, and 224.

B. 3 hours from each of the following areas:

I. Biblical studies: Religion 302 (Prophetic Literature), 304 (Poetic and Wisdom Literature), 313 (Teachings of Jesus), 314 (Paul), 317 (John), 319 (Revelation).

II. Historical studies: Religion 331 (General Church History), 334 (American Christianity), 335 (Baptist History).

III. Theological studies: Religion 321 (Contemporary Theology), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy), 325 (Modern Theology/Philosophy).

IV. Religion and Society studies: Religion 340 (Family), 344 (Sociology of Religion).

C. 9 additional hours of Religion (6 hours of which must be 300-level courses)

D. Religion 402 (Senior Seminar)

Other students, however, will desire to combine their academic interests with practical training and supervised experience in a particular Ministry Specialization. Specializations for the Religion major are offered in the following areas:

A. Pastoral Ministry

B. Youth/Education Ministry

C. Social Services/Missions Ministry

The curriculum and total number of hours required in Religion vary with each Ministry Specialization. In each area, however, the student is required to complete the following:

A. the departmental core listed above

B. 15 hours in area I-IV (distribution varying with specialization)

C. a range of practical and interdisciplinary courses supporting the Ministry Specialization

D. Religion 457 (Practicum in Supervised Ministry)

Requirements for the Bachelor of Arts Degree with a Major in Religion and Philosophy

Students who choose to major in Religion and Philosophy are required to take 18 hours of Religion and 19 hours of Philosophy beyond the General College Curriculum requirements — normally Religion 101 and 226 and Philosophy 121 for majors. The Religion and Philosophy major will complete the following requirements:

A. the departmental core listed above

B. 3 hours each from areas I, II and IV

C. 12 hours of Philosophy including Philosophy 221 (Logic), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy/Theology), 325 (Modern Philosophy/Theology).

D. Philosophy 402 (Senior Seminar).

Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in Religion are required to complete a minimum of 18 hours of advanced courses at Campbell.

B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all Religion courses attempted; all Religion courses attempted at Campbell.

C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for a Concentration in Religion or Philosophy

A concentration is offered in Religion and Philosophy. Students must complete 18 hours beyond the General College Curriculum requirements, with 9 hours numbered 300 and above. Courses are to be chosen under the guidance of the Department.

Religion and Ministries Courses

101. Introduction to the Bible (3).
A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. The course, or its equivalant, is a prerequisite to all other Religion courses.

202. Old Testament Thought (3).
An historical and systematic study of major Old Testament concepts.

212. New Testament Thought (3).
A study of the developing thought within the New Testament by the means of a chronological consideration of the historical context of its twenty-seven individual books.

222. Basic Christian Beliefs (3).
A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil and eschatology.

224. Basic Christian Ethics (3). (Also listed as Philosophy 224.)
A systematic study of the ethical implications of faith for the Christian moral life. Included in the study is a comparison of Christian ethics to moral theories held by such philosophers as Plato, Aristotle, Kant and Mill.

226. Introduction to Church Ministries (3).
A study of the history, theology, and practice of the Christian ministry. Attention will be given to understanding the concept of "call" and to deciding upon a specific area of church-related vocation.

227. Pastoral Ministry (3).
An introduction to the principles and practices of the pastoral ministry. Treatment will be given to pastoral identity and calling, ministerial functions, and contemporary issues facing the modern pastor.

228. Missions Ministry (3).
A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

251. World Religions (3).
A survey of the major religions of the world.

261. Principles of Administration (3).
A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

262. Education Ministry (3).
A study of organizations and methods used in promoting a well-rounded program of religious education through the church, including Sunday School teaching procedures.

302. Prophetic Literature of the Old Testament (3).
A study of selected prophets in their historical contexts. Prerequisite: 202

304. Poetic and Wisdom Literature (3).
A study of Old Testament poetic and wisdom literature in its cultural setting, with special emphasis on the Psalms. Prerequisite: 202

313. Teachings of Jesus (3).
A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the Parables of Jesus. Prerequisite: 212

314. Paul (3).
A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: 212

317. The Gospel of John (3).
A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: 212

319. The Book of Revelation (3).
A study of the last book of the New Testament in the context of the apocalyptic literature of the Old and New Testaments with a view to discovering its message for today. Prerequisite: 212

321. Contemporary Theology (3).
A study of major nineteenth and twentieth century theologians beginning with Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism and death of God theology. Prerequisite: 222

323. Philosophy of Religion (3). (Also listed as Philosopy 323.)
An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language and others. Prerequisite: 222 or Philosophy 121.

324. Ancient and Medieval Theology and Philosophy (3). (Also listed as Philosophy 324)
An historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine and St. Thomas Aquinas. Prerequisite: 222 or Philosophy 121

325. Modern Theology and Philosophy (3). (Also listed as Philosophy 325)
An historical survey of theology and philosophy from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists and Kant. Prerequisite: 222 or Philosophy 121

331. General Church History (3). (Also listed as History 331)
An historical study of the major movements and thoughts in the church.

334. American Christianity (3). (Also listed as History 334)
A study of the history, ideas, and influence of Christianity in America.

335. Baptist History (3).
A study of Baptists, including their origins, history, principles, and practices.

340. Family (3). (Also listed as Sociology 340)
A socio-cultural study of the institution of the family as it exists in a cultural setting. Majority treatment will be given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages, to name a few.

344. Sociology of Religion (3). (Also listed as Sociology 344)
Investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion will be explored.

360. Preaching (3).
A study of the principles of Biblical interpretation with a view to moving from the text to the sermon, including the mechanics of sermon preparation and delivery.

362. Youth Ministry (3).
A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in the local church.

402. Senior Seminar (4).
Advanced investigation and research on selected topics in Biblical studies, Church History, Theology and Philosophy.

457. Practicum in Supervised Ministry (4).
The student participates in a field-learning experience under supervision in his or her chosen area of ministry. Offered Spring semester only.

PHILOSOPHY COURSES

121. Introduction to Philosophy (3).
An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion and metaphysics.

221. Logic (3).
A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic and modern symbolic logic.

224. Basic Christian Ethics (3). (Also listed as Religion 224)
A systematic study of the ethical implications of faith for the Christian moral life. Included in the study is a comparison of Christian ethics to moral theories held by such philosophers as Plato, Aristotle, Kant and Mill.

323. Philosophy of Religion (3). (Also listed as Religion 323)
An examination of differing views on basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language and others.

324. Ancient and Medieval Philosophy and Theology (3). (Also listed as Religion 324)
An historical survey of philosophy and theology, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine and St. Thomas Aquinas.

325. Modern Philosophy and Theology (3). (Also listed as Religion 325)
An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists and Kant.

444. Ancient and Medieval Political Thought (3).
(Also listed as Government/History 444)
A survey of the political thinkers who provided the ideas which became the basis for the Western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine and St. Thomas Aquinas.

445. Modern European Political Thought (3).
(Also listed as Government/History 445)
The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

ENGLISH AND COMMUNICATIONS

ASSOCIATE PROFESSORS: DR. RICHARDSON (CHAIRMAN), MS. STEWART, MS. WHITLEY
ASSISTANT PROFESSORS: DR. CLERE, DR. POSTON, DR. VAUGHAN
INSTRUCTOR: MR. HUNDLEY
PART-TIME INSTRUCTORS: MR. BEARD, MR. DICKERSON, MR. ENSLEY, MR. TATOS

English Requirements in the General College Curriculum

All students must complete English 111-112 (Freshman Composition) and 6 hours of 200-level courses in English or American Literature. English 111 (or equivalent placement) is a prerequisite for English 112 and English 112 is

prerequisite for the 200-level literature courses. Students may take any two of the 200-level literature courses in any order. However, the English Department recommends that students take either English or American Literature in the appropriate sequence. Should they choose to do so, students may substitute one 200-level Foreign Language literature course for one literature course in English.

Entering Freshmen will be exempt from taking English 111 if their verbal SAT score and high school grades meet certain standards. Such students will begin with English 112. Other students must enroll in specific sections of English 110 if their verbal SAT score and/or high school record dictates. (See General College Curriculum requirements for details.)

Requirements for the Bachelor of Arts Degree with a Major in English

The student majoring in English must complete a minimum of 36 hours in English beyond English 112 with an overall average of "C" or better. (Grades below "C" will not count towards the satisfaction of the 36 hours.) Included in the 36 hours must be the following:

A. English 221, 222 (English Literature)

B. English 223, 224 (American Literature)

C. either English 310 (Creative Writing), 312 (Advanced Writing and Rhetoric) or 315 (Modern Grammer)

D. 3 hours from each of the following subject areas:

I. English 405 (Chaucer), 415 (Shakespeare), 500 (History of the English Language)

II. English 418 (English Drama), 420 (Milton), 422 (Eighteenth-Century English Literature)

III. English 423 (History of the English Novel), 425 (Romatic Poetry and Prose), 430 (Victorian Poetry and Prose)

IV. English 440 (History of the American Novel) 445 (Contemporary Fiction), 450 (American and British Poetry), 455 (Southern American Literature)

Requirements for Teacher Certification

The English major with teacher certification differs from the above in that English 315 (Modern Grammar) is required, the student must take English 453 (Methods of Teaching English) in addition to the 36 hours required of the major, and the teaching major must maintain a 2.5 grade point average in the major courses. The teaching major must also complete the certification requirements of the Department of Education. (See Education and Psychology for a list of these courses.)

The following English courses constitute the minimum requirements for an endorsement in English:

A. 6 hours from English 221, 222, 223, 224

B. 3 hours from English 310, 312, 315

C. 9 hours from 400-level courses in English and American Literature.

Requirements for the Bachelor of Arts Degree with a Major in Communications

The English Communications major combines a traditional English curriculum with training and practical experience in several areas of Communications. The Communications major may choose to specialize in one of five Communications tracks:

A. Broadcast Management

B. Broadcast Sales

C. Journalism/Broadcast Reporting

D. Public Relations

E. Religious Broadcasting

Majors in each of these five tracks will complete a core requirement of English/Communications courses consisting of:

A. 6 hours from English 221, 222, 223, 224

B. 12 hours from Areas I, II, III, IV listed above

C. all of the following: 301 (Journalism), 312 (Advanced Writing and Rhetoric), 325 (Introduction to Broadcasting).

In addition, the Communications major will complete a set of special course requirements which varies with the track chosen by the student. All tracks, however, require Communications 331, 332 (Telecommunicaitons Project) and 465 (Internship).

Departmental Honors

The Department of English and Communications offers eligible majors the opportunity to graduate with honors in English or Communications. The honors program enables the major to pursue a special program of course work and research tailored to the student's particular area of interest. Interested students should contact the Department Chairman for the specific requirements.

Requirements for a Concentration in English

In order to obtain a concentration in English, the student must complete a minimum of 18 hours in English beyond English 112, including at least 9 hours from Areas I-IV. Students who wish to use English as a related field of concentration must have the approval of the Department Chairman.

ENGLISH/COMMUNICATIONS COURSES

101, 102. English for Foreign Students (3, 3).
Designed to give the non-native speaker of English the language and composition skills necessary to perform sucessfully in college-level work. Offered on demand.

110. Fundamentals of Grammar and Composition (3).
A development course designed to provide students with the grammatical knowledge to perform at the college level. There is additional emphasis on building composition skills.

111. Freshman Composition (3).
A course designed to make the student proficient in written composition.

112. Freshman Composition (3).
A course designed to provide continued development in communication skills and to introduce the student to fiction, poetry, and drama. Prerequisite: 111 or appropriate placement score.

221. Survey of British Literature (3).
A comprehensive survey of British literature from *Beowulf* through the eighteenth century. Prerequisite: 112.

222. Survey of British Literature (3).
A comprehensive survey of British literature from the Romantic period to the present. Prerequisite: 112.

223. Survey of American Literature (3).
A comprehensive survey of American Literature from the Colonial period to 1865. Prerequisite: 112.

224. Survey of American Literature (3).
A comprehensive survey of American Literature from 1865 to the present. Prerequisite: 112.

301. Journalism (3).
The ABCs of Journalism: history, careers, news and features writing, copy editing, Associated Press style, ethics. Open to all students.

302. Journalism (3).
The basics of writing, editing, and designing publications, such as press releases, brochures, newsletters, magazines, tabloids. Prerequisite: 301.

306. Public Relations (3).
This course will examine the concepts and principles of internal and external public relations as practiced by businesses, institutions, and other organizations. There will be emphasis on the identification and analysis of various *publics,* design, execution, and assessment of public relations strategies. Attention will also be given to legal and ethical guidelines.

310. Creative Writing (3).
A study of the techniques of writing poetry and fiction. Open to all students.

312. Advanced Writing and Rhetoric (3).
This course is designed to improve students' writing skills through a study of

the classic types of discourse—exposition, narration, description, and argumentation—and modern appoaches to the writing process. Prerequisite: 112.

315. Modern Grammar (3).
An examination of modern American English through a comparison of traditional, structural, and transformational grammars and a careful study of current American usage. Prerequisite: 112.

325. Introduction to Broadcasting (3).
This course provides the student with an overview of broadcast communication with a primary emphasis on radio. There will be practical training with radio equipment as well as introduction to theory. The student who completes this course will be qualified to take the FCC examination for the Third Class Operator's License. Open to all students.

326. Principles of Radio and Television Programming (3).
An examination of the principles and philosophies of radio and television programming will be made through the study of changing patterns of programming theory. Special attention will be given to the study of the effects of radio and television programming on the audience and to the study of the psychology of programming and audience manipulation. Prerequisite: 325.

327. The Laws and Ethics of Broadcasting (3).
The course explores the subjects of broadcast regulation and ethics in the broadcast industry. The course exposes the student to the major regulations affecting not only the daily operations of a station, but also those landmark cases that define the freedom of the press, censorship. libel, freedom of access, etc. Prerequisite: 325.

328. Speech for Radio and Television (3).
This course is designed to develop the special speech techniques required for a career in radio and television. The course will examine the theory of speech for radio and television, existing speech patterns commonly used in the broadcast media, and speech pathology. A laboratory component will allow students to practice and develop acceptable speech patterns. Prerequisite: 325.

330. Broadcast Operations (3).
An analysis of the daily operation of a radio or television station through the perspective of each of four major non-technical specializations: advertising/sales, management, programming, and broadcast news. Prerequisite: 325.

331, 332. Telecommunications Project (3, 3).
Each junior or senior Communications major is required to complete two telecommunications projects in cooperation with one of the University's departments actively involved in communications: Service Enterprises, the Office of Public Information, WCCE Radio, and the Office of Sports Information. The purpose of this project is to have the student's skill level and development judged and improved by a professional who practices those same skills on a daily basis.

350. Introduction to Film (3).
This course will introduce students to the art of film making and critical viewing with a special emphasis on television programs. The course will examine the sociological background of films, the relationship of film and literature, the manipulation of visual aspect, and the historical progress of the film and television industries. A significant portion of the course will be devoted to the production of documentaries. Prerequisite: 112.

355. Writing for Radio and Television (3).
This course is designed to teach the special skills required in writing for radio and television, including script writing and preparation, program pre-production, news and sports writing, and research and development. Prerequisite: 111, 325.

360. Broadcast Sales and Advertising (3).
This course is designed to teach the special skills required in sales positions within the broadcast media: effective sales techniques, creative advertising methods, federal regulations regarding broadcast sales, and the binding provisions of the National Association of Broadcasters. Open to Communications majors only. Prerequisite: 325.

405. Chaucer (3).
An in-depth study of *The Canterbury Tales* and *Troilus and Criseyde* with attention to the medieval context.

411. Journalism: Yearbook (3).
This course provides the student with a working knowledge of yearbook journalism. The course examines layout design, photography (in relation to its function on the page), and copy. The course also prepares the yearbook staff member for yearbook production in 412. Open to all students with permission of the instructor.

412. Journalism: Yearbook (3).
This course involves the actual production of the yearbook. Not only does the student have the opportunity to work with specific managerial skills. The student is also required to sustain a theme relevant to his or her peers through a lengthy work by specific design, layout, and copy. The *Pine Burr* member must make editorial decisions as historian; the book must not only be immediate but must also have relevancy to the future. Open to all students with permission of the instructor.

413. Journalism Project: Campbell Times (1, 2, or 3 each semester; maximum of 6 hours total credit).
This course involves the actual production of *Campbell Times*. Open to all students with permission of the instructor.

414. Journalism Project: The Lyricist (1, 2, or 3 semester; maximum of 6 hours total credits).
This course involves the actual production of *The Lyricist*. Open to all students with permission of the instructor.

415. Shakespeare (3).
A comprehensive survey of Shakespeare's plays based upon a study of selected works illustrating his development and significance as a dramatist.

Some supplementary readings in the areas of Shakespearean criticism and the Elizabethan theatre and English life will be used.

418. English Drama (3).
This course examines the history of English drama featuring representative masterpieces from the medieval beginnings to the present, exclusive of Shakespeare.

420. Milton (3).
A study of Milton's major work, including *Paradise Lost, Samson Agonistes,* and representative poetry and prose. Included in the study will be an introduction to seventeenth century literary, social, and political background.

422. Eighteenth-Century English Literature (3).
A study of such authors as Dryden, Pope, Swift, and Johnson, belonging to the classical tradition; also, the beginning of Romanticism in poets of the eighteenth century.

423. History of the English Novel (3).
A survey of the origins and development of English fiction to the present. Emphasis will be given to nineteenth century novels.

425. Romantic Poetry and Prose (3).
A study of the major poets and prose writers of the Romantic period, including Blake, Wordsworth, Coleridge, Keats, Byron, Shelley, and Scott.

430. Victorian Poetry and Prose (3).
A study of the major poets and prose writers of the Victorian period, including Tennyson, Arnold, Browning, Carlyle, Dickens, Eliot. Attention is paid to the social and philosophical aspects of the era as revealed in the literature.

440. History of the American Novel (3).
The development of the novel in America from its origins to the present with emphasis on the modern novel.

445. Contemporary Fiction (3).
A study of significant recent works of fiction by American and British novelists who are representative of the best actively productive writers.

450. Modern British and American Poetry (3).
A survey of major British and American poets from the late nineteenth to the middle of the twentieth century.

453. Methods of Teaching English (3).
A study of methods of teaching grammar, composition, and literature in the secondary school. Emphasis is placed on the development of useful teaching materials. Open only to English majors seeking a teacher's certificate.

455. Southern American Literature (3).
A survey of Southern American literature from 1700 to the present, with attention given to underlying influences on the development of the literature of the South.

456-A, 456-B. Seminar (3).
Selected topics in American literature and cultural history (A) or British literature and cultural history (B). Subjects, works, or authors are chosen for in-depth analysis and discussion.

460. Independent Study (3).
On demand.

465. Internship (3 or 6).
On demand.

499. Senior Thesis (3).
An independent study on a subject selected by the student in consultation with the student's chosen professor. In addition to the essay, the study will culminate in an oral examination.

500. History of the English Language (3).
A study of the development of the English language from its origins to modern times. The course surveys the language in relation to changing society and to the literature of successive periods.

512. Renaissance (3).
An introduction to the literature and philosophy of the English Renaissance, with special emphasis on Spenser's *Faerie Queene.*

FOREIGN LANGUAGES

PROFESSOR: DR. BURKOT
ASSOCIATE PROFESSORS: MR. D. PHELPS (CHAIRMAN), Dr. R. PHELPS, DR. STEEGAR, MR. WILSON

Foreign Language Requirements in the General College Curriculum

Students who enter Campbell University with no foreign language background in high school must complete the elementary level (101-102) and the first semester of the intermediate level (111) of a language which they choose in consultation with their advisor. The student may choose from the following languages:

A. French

B. German

C. Spanish

D. Greek

E. Latin

Students who have two units (i.e., two years) of a foreign language in high school will satisfy the requirement by completing the full intermediate level of study (111-112) in the same language studied in high school. If the student has

completed one unit (i.e., one year) of high school foreign language, he or she should be placed at the elementary level (101) in the same language unless the student passes an examination administered by the foreign language department.

Requirements for the Bachelor of Arts Degree with a Major in French or Spanish

The Foreign Language Department offers courses leading to a major in French or Spanish. To achieve a major in French, the student must complete the following courses: French 111-112 (Intermediate French), 221-222 (Survey of French Literature), 231-232 (French Composition and Conversation), 250 (Phonetics and Pronunciation of French), 300 (History and Civilization of France), and three additional French courses above the beginning level.

Similarly, the requirements for a major in Spanish are:
Spanish 111-112 (Intermediate Spanish), 221-222 (Survey of Spanish Literature), 231-232 (Spanish Composition and Conversation), 241-242 (Survey of Spanish American Literature), 250 (Spanish Phonetics and Pronunciation), and two additional Spanish courses above the beginning level.

Requirements for Teacher Certification in French or Spanish

The requirements for those majoring in French or Spanish and who seek to gain certification to teach in secondary schools are the same as above with the following exception: French or Spanish 400 (Methods and Materials of Romance Language Teaching) must be taken as one of the additional courses. Then, too, the teaching major must complete the certification requirements of the Department of Education. (See Education and Psychology for a list of these courses.)

The following courses constitute minimum requirements for an endorsement in French: French 101-102, 111-112, 221-222 and 231. French 232 is also recommended. In Spanish, an endorsement can be obtained by completing the following courses: Spanish 101-102, 111-112, 221-222 and 231. Spanish 232 is also recommended.

Requirements for a Concentration in French or Spanish

Those who seek a concentration in French or Spanish are required to take a minimum of 18 hours in the chosen language, including 101-102, 111-112, 221-222. As in the General College Curriculum requirements, a student can pass over the elementary courses by virtue of having completed two units of his or her chosen language in high school.

FRENCH COURSES

101-102. Elementary French (3,3).
Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

111-112. Intermediate French (3, 3).
Review and development of the basic skills. Prerequisite: 101-102 or equivalent placement.

221-222. Survey of French Literature (3, 3).
Introduction to the masters of French literature and their major literary works. Prerequisite: 111-112.

231-232. French Composition and Conversation (3, 3).
Emphasis on improving competency in speaking and understanding standard French and in developing proficiency in the written language.

250. Phonetics and Pronunciation of French (3).
Individual instruction in French pronunciation and a study of phonetic transcription.

290. Advance French Grammar (3).
An elaboration of grammar and idiomatic usage.

300. History and Civilization of France (3).
Traces the origins and development of French history and civilization, highlighting geography, education and culture.

340. Seventeenth-Century French Literature (3).
A study of French Classicism.

350. Eighteenth-Century French Literature (3).
A survey of major texts of the *philosophes.*

360. Romanticism and Realism (3).
The first part of the nineteenth century in French literature, including major works of authors from Constant to Flaubert.

370. Symbolism and Naturalism (3).
The latter part of the nineteenth century, including major works of authors from Nerval to Zola.

380. Twentieth-Century French Literature (3).
An examination of the major works of leading French authors since 1900.

400. Methods and Materials of Romance Language Teaching (1½).
Principles of pedagogy unique to the teaching of a foreign language.

GERMAN COURSES

101-102. Elementary German (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

111-112. Intermediate German (3, 3).
Continued practice of the basic skills; aspects of German culture. Prerequisite: 101-102.

221-222. Survey of German Literature (3, 3).
The first semester reviews German literature from the Middle Ages to Goethe; the second semester studies German literature since Goethe. Prerequisite: 111-112.

SPANISH COURSES

101-102. Elementary Spanish (3, 3).
Introduction to the basic skills of the language — reading, writing, speaking and aural comprehension.

111-112. Intermediate Spanish (3, 3).
Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of Spanish Literature (3, 3).
An historical treatment of the main currents of Spanish literature, with analytical studies of selected readings in each period. Emphasis will be given to the literature of Spain as the common heritage of the Spanish-speaking world. Prerequisite: 111-112.

231-232. Spanish Composition and Conversation (3, 3).
Emphasis on improving competency in speaking and understanding standard Spanish and developing proficiency in the written language.

241-242. Survey of Spanish American Literature (3, 3).
Reading and discussion of passages from representative authors along with a comparison with Peninsular literature. Attention will be given to regional differences in the culture as they affect the literature of Latin America.

250. Spanish Phonetics and Pronunciation (3).
A study of phonetic transcription and individual instruction in Spanish pronunciation.

341-342. Latin American Civilization (3, 3).
Study of Latin America from pre-Colombian to contemporary times.

400. Methods and Materials of Romance Language Teaching (1½).
A study of educational principles unique to teaching a foreign language.

GREEK COURSES

101-102. Elementary Greek (3, 3).
Greek grammar, along with a reading of selections from Greek prose writers and poets.

111. Intermediate Greek (3).
Readings from Classical Greek prose. There will be a review of grammar and thorough drill in syntax. Offerings: Plato and Xenophon in alternate years. Prerequisite: 101-102.

222. Readings from the Greek New Testament (3).
Selected readings from the Greek New Testament.

224. Readings from the Greek New Testament and the Septuagint (3).
Selected readings from the Greek New Testament and the Greek translation of the Old Testament.

311. Greek Civilization (3).
A survey of the history of the ancient Greek culture. Included will be a study of the most important myths of the Greeks. A knowledge of the Greek language is *not* required. Open to all students.

LATIN COURSES

101-102. Elementary Latin (3, 3).
Introduction to the pronunciation, grammar and vocabulary. The course includes the reading of easy prose and a survey of the history and civilization of Rome.

111-112. Intermediate Latin (3, 3).
Review of Latin grammar. The course includes work in prose composition, readings in Latin prose (including Caesar), an introduction to poetry from Ovid and a continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

222. Vergil (3).
Reading of the Aeneid, Books I-VI; study of the main characteristics of the Augustan age; and continued work in grammar and composition. Prerequisite: 111-112.

222. Latin Prose (3).
Readings from the Latin prose authors with emphasis on the works of Cicero, Livy, and Pliny; study of Roman private life. Prerequisite: 111-112.

312. Roman Civilization (3).
A survey of the history of the ancient Latin civilization. Included will be an examination of Roman mythology. A knowledge of Latin is *not* required. Open to all students.

DIVISION OF PROFESSIONAL PROGRAMS
CHAIRMAN, DR. THEO STRUM

The Professional Programs Division is comprised of the departments of Education and Psychology; Home Economics; Military Science; and Physical Education. The Division offers majors leading to the Bachelor of Science Degree in the following areas: Pre-School and Early Childhood Education; Early Childhood and Intermediate Education; Middle Grade Education; Church Recreation; Home Economics Education; General Home Economics; Clothing-Textile-Fashion Merchandising; Home Furnishing Merchandising; Food Service Management; Military Science; Physical Education; and Psychology. Requirements for these programs are listed in each area.

In addition, the Education and Psychology department offers the professional programs for teacher certification in all areas.

EDUCATION AND PSYCHOLOGY

PROFESSORS: DR. TURNER, DR. STRUM, (CHAIRMAN)
ASSOCIATE PROFESSORS: DR. BUNTING, DR. CALVERT, DR. EDGERTON, MRS. GRAY, DR. NOBLE, DR. GARREN
ASSISTANT PROFESSORS: DR. DAVENPORT, DR. GIESBRECHT, MR. NICHOLSON, DR. TAYLOR
PART-TIME INSTRUCTOR: DR. WOODBURY

Objectives

The purposes of the Department of Education and Psychology are as follows:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the important functions of the university since it became a senior college.
2. To provide a major in Elementary Education — (K-4; 4-6; Middle Grades)
3. To provide a major in Psychology.
4. To provide the professional education experiences for secondary certification.
5. To contribute to the overall general education objectives of the university through courses in Education and Psychology.

Admission Policy for Teacher Education

All students desiring a program leading to teacher certification MUST be approved for (1) admission to the Teacher Education Program and (2) admission to student teaching.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following requirements:

1. A minimum grade point average of 2.0 in the major field, in overall scholastic work, and a C or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of the National Teacher Examination

Application for admission to student teaching should be submitted by the second semester of the Junior year and prior to November 1 or March 1.

The criteria for admission to Student Teaching include the following:

1. A minimum grade point average of 2.25 in overall scholastic work; a minimum of 2.00 in the major field and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans student teaching.
2. Approval of Major Department and Department of Education.
3. No probations, academic or otherwise.
4. Approval of Teaching Education Committee.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be obtained. In addition, all course requirements must be met along with satisfactory scores on the National Teachers Examination.

COURSE REQUIREMENTS:

Pre-School and Early Childhood Education

The Pre-School and Early Childhood Education program is designed to prepare students for work in public or private pre-school child care centers as well as certification for public or private teaching in a K-4 program. Requirements for the major are as follows:

Art 321, English 111, 112, 221 or 222, 223 or 224, 312; History 111, 112, 221, 222; Foreign Language 101, 102, 111; Religion 101, Religion elective; Math 111, 203; Science Education 117, 118; Physical Education 185, Physical Education Activity, Physical Education 334; Government 229, Home Economics 227, 235, 334, 365, 453; Health 333, 444; Music 131; Geography 113; Psychology 222; Speech 115; Sociology 345; Education 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 454, 456, 457.

Early Childhood (K-4) and Intermediate (4-6)

The Early Childhood (K-4) and Intermediate (4-6) programs are designed to prepare a student for certification in both the Early Childhood and Inter-

mediate areas. However, with appropriate planning, a student may work toward certification in only one of these areas.

Course requirements for the Bachelor of Science degree in the combined Early Childhood and Intermediate areas are as follows:

English 111, 112, 221, or 222, 223 or 224, 312; Foreign Language 101, 102, 111; Fine Arts 131 (Music, Art or Drama); Music 321; Art 321; Speech 115; History 111, 112, 221, 222; Government 229; Geography 113; Sociology 345; Math 111, 203; Health 333, 444; Psychology 222; Religion 101, Religion Elective; Science Education 117, 118; Physical Education 185, 334 and one other activity course; and Education 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 454, 456, 457.

Middle Grades (6-9)

The Bachelor of Science degree with a major in Middle Grade Education, in addition to the basic program, requires two concentration areas to be selected from Cultural Arts, Language Arts, Mathematics, Physical Education, Science and Social Science.

All Middle Grades majors are required to have the following:

English 111, 112, 221 or 222, 223, or 224, 312; History 111, 112; Government 229; Sociology 345; Foreign Language 101, 102, 111; Religion 101; Religion Elective; Mathematics 111, 203; Music 131 or Drama 131; Art 321; Physical Education 185, 334, and one activity course; Science Education 117, 118; Psychology 222, Speech 115; Health 333, 444; Education 221, 300, 341, 352, 431,434, 436, 441, 449, 451, 454, 456, 457, and two concentration areas selected from:

Cultural Arts: Art 131, Drama 131, Music 131, Art 321, Music 321, and 6 semester hours electives in Cultural Arts.

Language Arts: English 111, 112, 221 or 222, 223 or 224, 312; Speech 115, Drama 131, Education 300, 434, 441.

Physical Education: Physical Education 100, 185, 236, 336, 335, 331, 3 semester hours from (101-122) and Practicum (1 semester hour).

Mathematics: Mathematics 111, 112, 122, 203, 160 and 3-6 semester hours electives.

Science: Science Education 117, 118, Geology 111, and two four-hour science electives.

Social Science: History 111, 112, 221, 222; Government 229, Georgraphy 113; Sociology 345.

Professional Education Requirements (Secondary, Music, and Physical Education)

Students desiring professional certification in a secondary area (9-12), Music, and Physical Education (K-12) must meet all the admissions criteria of the Teacher Education Program and complete the following courses:

Education 221, 341, 441, Psychology 222, and during the student teaching semester, Education 431, 452, 453, 454, subject area Methods and

Education 458. Student Teaching (Education 458) is offered in the Spring semester only.

PSYCHOLOGY

All candidates for the Bachelor of Science degree with a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades — a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department

Requirements for a major in Psychology: 30 semester hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. No more than 9 hours may be received through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in Biology and Sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics). The foreign language recommended for graduation is either French or German.

EDUCATION

221. Introduction to the Study of Education (3).
Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Laboratory experiences included. Required for all prospective teachers.

330. Children's Literature (3).
Designed for Elementary Education majors (K-9). Includes the reading and evaluation of literature for children. Special attention is paid to book illustrations as well as to a variety of methods intended to encourage children to read and enjoy books.

341. Human Growth and Development (3).
Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Laboratory experience included. Required for all prospective teachers. Prerequisite: Psychology 222.

351. Early Childhood and Intermediate Education (3).
The development, philosophy and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for children ages five through twelve, including those with special needs. Laboratory experiences included. Prerequisite: Education 221.

352. Middle Grades Curriculum (3).
The development, philosophy and goals of the 6-9 school with particular attention paid to the curriculum, organizational patterns and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for pre- and early adolescent students aged twelve through fourteen or fifteen. Laboratory experiences included. Prerequisite: Education 221.

431. Education Psychology (3).
A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance assessment; and the evaluation of research in Educational Psychology. Laboratory experiences included. Required of all education majors. Prerequisite: Psychology 222.

433. Language Arts for Early Childhood and Intermediate Education (3).
Emphasis is placed on an integrated, holistic approach to language arts instruction. Developmental theory, diagnostic-prescriptive teaching approaches and both formal and informal assessment models are utilized in building and understanding of the purposes and structure of the language arts program at the K-6 level. Laboratory experiences included. (Required for Early Childhood and Intermediate certification.)

434. Language Arts for Middle Grades Education (3).
Language Arts instruction is approached from an integrated holistic perspective. Developmental and instructional theories are presented as a basis for understanding the purposes and structure of the language arts program designed for middle grades. Specialized topics such as materials and diagnostic-prescriptive procedures are treated. Laboratory experiences included. (Required for Middle grades certification.)

435. Mathematics for Early Childhood and Intermediate Education (2).
Prerequisite: Math 111 and 203 or equivalent. Presents modern techniques and methods of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical

concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Early Childhood and Intermediate certification.)

436. Mathematics for Middle Grades Education (2).
Prerequisite: Math 111 and 203 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early-adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing in pre- and early-adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Middle Grades certification.)

440. The Teaching of Reading in the Early Childhood and Intermediate Grades (3).
The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experiences included. (Required for Early Childhood and Intermediate certification.)

441. The Teaching of Reading in the Middle and Secondary Schools (3).
This survey course in developmental and corrective reading instruction considers issues, objectives, methods and materials for grades 6-12. Specific areas covered are: an understanding of the nature of reading, initial reading procedure, word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities, and a variety of methods and materials. Includes teaching of reading in the content areas. Laboratory experiences in schools constitute part of the requirement. (Required for Middle Grades and Secondary certification.)

448. Social Studies for Early Childhood and Intermediate Education (2).
The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, on techniques for developing classroom experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and a personal value system. (Required for Early Childhood and Intermediate certification.)

449. Social Studies for Middle Grades Education (2).
An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early-adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a

general teaching model, evaluating behavioral changes, and selection and utilization of learning materials, specialized equipment, and resources. (Required for Middle Grades certification.)

450. The Science Curriculum, Methods and Materials for Early Childhood and Intermediate Education (2).
A study of curricular trends, the structure of science education and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources—natural and human, evaluation and integration of science concepts and skills into the total learning environment for young children. (Required for Early Childhood and Intermediate certification.)

451. The Science Curriculum, Methods and Materials for the Middle Grades (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individualized learning through interest centers, development of field resources—both natural and human, evaluation and integration of science concepts and skills in the life patterns and career choices of the pre- and early-adolescent pupil. Opportunity is provided for the intermediate teacher candidates to develop science as an area of concentration. (Required for Middle Grades certification.)

452. The Secondary School (3).
The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims; purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. (Required for Secondary certification.)

453. General Methods in Teaching Secondary School (1½).
Study of the general methods, techniques, practices and the selection and organization of instructional materials, and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject area methods are required for certification.

454. Audio-Visual (1).
Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids. (Taken in block.)

455. Non-Certification Practicum (6).
Designed for Elementary Education majors who are not seeking teacher certification. May be used to fulfill requirements for graduation in lieu of student teaching. By permission of advisor.

456. 457. Student Teaching Practicum (Early Childhood, Intermediate, Middle Grades)
Student teaching is conducted on a full-time basis during the second half of the first and second semester of the senior year. The student teacher observes, aids, ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program. (Six hours each semester.)

458. Student Teaching (6) (Secondary)
Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program. Offered in Spring semester only.

PSYCHOLOGY

Students are encouraged to become involved in as many community activities as possible such as tutoring culturally deprived children and being "Big Brothers or Sisters".

222. General Psychology (3).
A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

232. Social Psychology (3).
The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgement; rumor; leadership; crowd behavior, social movements.

260. Developmental Psychology (3).
The effect of the bio-social field on man and the psychological evolution through the life span.

330. Experimental Psychology (4).
An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course.

364. Psychology of Personality (3).
A study of the normal personality including a review of factors which influence personality and individual differences.

365. Industrial Psychology (3).
A study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior.

366. Statistics 1 (3).
(See Mathematics 160.)

368. Psychology of Learning (3).
A survey of the major concepts and experimental methods of learning.

369. Physiological Psychology (3).
A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems.

372. Perception (3).
A study of vision, auditory, chemical senses and psycho-physical methods.

373. Psychology of Exceptional Children (3).
A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities.

385. Psychology Club Seminar (1).
Psychology majors who have been active in the psychology club for one semester may receive 1 semester hour credit for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

461. Abnormal Psychology (3).
A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment and prevention of these disorders. Prerequisite: 9 hours of Psychology.

463. Educational and Psychological Testing (3).
The principles of educational and psychological tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee, two dollars.

467. Statistics II (3).
A study in statistical inference, correlational techniques, "T" tests and analysis of variance will be considered.

471. Clinical Psychology (3).
A survey of the field of clinical psychology concerning the major positions in which clinical psychologists are employed and their principal activites. Prerequisites: Psychology 461 and 364.

475. Theories of Personality (3).
A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only.

480. History of Psychology (3).
This course is an over-all view of the origins of movements, psychological concepts and fields of study. Prerequisite: 12 hours of psychology.

490. Practicum in Mental Retardation (3).
Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of classroom activities. Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

492. Practicum Techniques of Counseling (3).
The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student will also write papers concerning some aspect of counseling and his work experiences. He will also develop and write a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

487. Practicum Intensive Work Experience (6)

Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Youth Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

499. Independent Study (3).
A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK (CHAIRMAN), MRS. KING
INSTRUCTOR: MRS. LASSITER

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile-Fashion and Home Furnishing Merchandising, General Home Economics or Food Service management must complete satisfactorily at least 32 semester hours in Home Economics in the areas of Foods and Nutrition, Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentration.

Requirements for a Concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentration in Home Economics education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers. Dual certification in Middle Grades Occupational Exploration, Occupational and Vocational Home Economics can be obtained.

Requirements for a Concentration in Clothing-Textile-Fashion and Home Furnishings Merchandising: A candidate for the Bachelor of Science degree with a concentration in Clothing-Textile-Fashion Home Furnishings Merchandising must satisfactorily complete 21 semester hours in Business Administration, 3 semester hours in Art and 3 semester hours in an "internship program." These concentrations lead to an optional certification in Distributive Education, Occupational and Vocational Home Economics.

Requirements for a Concentration in General Home Economics and Food Service Management: A candidate for the Bachelor of Science degree with a concentration in General Home Economics and Food Service Management must satisfactorily complete the requirements for the specified major.

FOODS, NUTRITION, FOOD SERVICE MANAGEMENT

111. Food Science (3).
Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3).
The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2).
A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

321. Quantity Cookery (3).
Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the fall semester. Laboratory coordinated with lectures.
Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).
Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the Spring semester.
Prerequisite: Home Economics 227.

328. Sanitation and Safety (3).
A study of the causes, effects and procedures for prevention of food service related illness, injuries.

421. Food Service Management (3).
A study of the principles that apply in the management of food service personnel, cost analysis and control, procurement system analysis; planning and organizing a food service operation.

431. Food Service Management Supervised Experience (6).
Field experience under direct supervision of a registered dietitian.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

235. Child Development (3).
A study of the factors affecting the development of preschool children. Emphasis is given to the influence of the home on human development. Observation in preschool education settings gives opportunity for studying the child in a group situation.

365. Family Relationships (3).
A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3).
The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamental and Tailoring (3).
The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textiles (3).
A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics. Laboratory coordinated with lectures.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. Contemporary Housing and Management for the Young Careerist (2).
A course designed to aid young career men and women in understanding personal problems in everyday living with emphasis on an understanding of the function, economic and aesthetic qualities of suitable housing. A study of design for comfort, convenience, and character, construction, building materials, and amenities of contemporary housing as it has been influenced by our architectural heritage.

109. Handicraft (2).
An introduction to various creative handicraft using different mediums — yarns, craft, needlework, fabric design and handicrafts.

213. The House and Its Furnishings (3).
A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (3).
A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery making, and the making of small accessories. Includes working with a furniture store, or interior designer.

348. Housing (3).
The social, economics and aesthetic factors of house design and its relationship to its environment.

445. Consumer Economics and Management (3).
Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

455. Management of Human Resources/Residence (3).
A study which includes the principles of management in the house with emphasis on values as they affect the use of human resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (3).
A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools is included.

438a. Pre-Vocational Education (3).
A course designed for those who wish to teach in pre-vocational education programs. Emphasis on role of pre-vocational education in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching approaches and youth activities. Observation in middle schools included.

438b. Pre-Vocational Education — Service Occupations — Service Laboratory (3).
A course designed for those who wish to teach in the service area of Pre-Vocational Education. Included service area teaching approaches, evaluation techniques and resources; emphasis on development of instructional media.

448. Occupational Education (3).
A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

453. Methods of Teaching Home Economics (1.5).
A study of the methods and materials appropriate for teaching in home economics areas of instruction.

INTERNSHIP PROGRAMS

156-456. Clothing—Textile—Fashion, Home Furnishing Merchandising, Home Economics Education Subject Areas Internship (3).
Nine-week internship programs with a cooperating store for "on-the-job-training-program." For Clothing—Textile—Fashion, Home Furnishing Merchandising, and Home Economics subject areas.

466. Home Economics Extension Trainee Program (3).
Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

INDEPENDENT STUDIES (1-3)

199. Planning the Functional Home and Architectural Drawing (3).
Basic needs and wants in housing with emphasis on functional design. Problems in drawing homes to scale using architectural equipment and symbols.

299. Interior Design and Decoration (3).
A more extensive study of period decoration including dominant influences and characteristics of historical interiors, furniture, ornamental design, and architecture. Elements of design with major emphasis on color and space reinforce the basic knowledge of the general home furnishings course.

399. Problems in Interior Design (3).
Practical problems in interior planning with the use of fabrics, rugs and carpets, furniture selection and arrangement, and the use of accessories for the traditional and contemporary home.

MILITARY SCIENCE

PROFESSOR: LIEUTENANT COLONEL KERNER (CHAIRMAN)
ASSISTANT PROFESSORS: MAJOR ALLEN, MAJOR RIVERS, CAPTAIN CANNON, CAPTAIN COGOSSI, CAPTAIN CRITCHER
INSTRUCTORS: SERGEANT MAJOR GARNER, MASTER SERGEANT KOSTON

OBJECTIVES:

The objectives of the Army ROTC Program are to attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

SCOPE

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all fulltime freshmen and sophomores, and its completion is a prerequisite for Advanced Course application. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

BASIC COURSE

The Basic Course consists of MS 101, 102, 103, 201, 202, and PE 111, 112 courses taught by Military Science Faculty. Students satisfy Basic Course requirements by taking any four of the above courses; however MS 202 is a mandatory course that must be taken before entry into the Advanced Course.

101. Military Organization (1).
An orientation to the US Army concentrating upon the historical development of ROTC and related customs, courtesies and traditions of uniformed service. One (1) lecture hour per week.

102. Basic Leadership and Management (1).
An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics and the decision making process. One (1) lecture hour per week.

103. How to Study (1).
An introduction to the practical application of studying. Emphasis is on study techniques to include planning and time utilization, outlining and note taking, and preparing for and taking examinations. Special problems related to written requirements, foreign language study and other disciplines are analyzed. One (1) lecture hour per week.

201. Studies in Decision Making (2).
A study in progressive leadership concentrating on leadership models, personality and the perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Two (2) lecture hours per week.

202. Land Navigation and Tactics (2).
An introductory course in land navigation and rifle squad organization, capabilities and tactics. Two (2) lecture hours per week.

221. Basic Camp (3).
An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced Course. Six (6) week summer program at Ft. Knox, KY for Cadets from universities and colleges of the entire nation.

PHYSICAL EDUCATION COURSES WITH MILITARY SCIENCE CREDIT:

111. Marksmanship (1).
111, 112. Orienteering and Mountaineering (1).
111, 112. Beginning-Intermediate Self Defense (1).
111, 112. Beginning-Advanced Beginning Swimming (1).
111, 112. Advanced Beginning-Intermediate Swimming (1).
111, 112. Advanced Lifesaving with American Red Cross Certification (1).
111, 112. Scuba and PADI Certification. (1)
112. Skiing (1).
112. Advanced Aerobics (1).

ADVANCED COURSE

301. Unit Level Command Responsibilities (3).
A study in leadership from the prospective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training and selected presentations. Two (2) lecture hours and one (1) laboratory hour per week.

302. Terrain Analysis (3).
An integrated course of academics and military skills combining advanced land navigation with squad level tactics. Laboratory periods concentrate on leadership development, physical training and selected presentations. Two (2) lecture hours and one (1) laboratory hour per week.

311. Military Leadership and Behavior (3).
This course includes case studies of eight successful military leaders. Each leader is biographically studied and excerpts from his career which emphasize valuable leadership characteristics are analyzed.

312. Military Administration (3).
This course includes instruction and practical exercises in the following areas: Administrative Records, Correspondence Management, Files Management, DA Publications Management, Personnel Management, Promotion and Reduction System, Military Boards and Investigations, Mail and Safeguarding Classified Information, Financial Management, Office Career Management and Awards and Decorations.

321. Applied Military Leadership (3).
An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, N.C. for all Advanced Course cadets from universities and colleges of the eastern seaboard states.

401. The American Military Leadership (3).
A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Three (3) lecture hours per week.

402. Advanced Leadership and Management (3).
Studies in military staff organization and procedures to include topics essential to newly commissioned officers. These subjects are customs and traditions of the Service, Ethics and Professionalism. Written and Oral Communications, Personnel and Training Management, Military Justice, Law of War, International Law, US Army Logistics, Maintenance Management and Soviet Army Indoctrination. Students prepare and present military science instruction to military science classes. Three (3) lecture hours and one (1) laboratory hour per week.

411. Military Operations (3).
Course content includes company and battalion tactical doctrine and specialized operations. Stresses students' leadership ability through academic study and practical exercises in small unit tactical doctrine and related topics.

Subjects include Map Reading, Troop Leading Procedures, Principles of War, Formations and Battle Drill, Offensive Tactical Doctrine, Defensive Tactical Doctrine, Retrograde Operations, Infantry-Tank Combined Operations, Tactical Communications, Fire Support Planning, Combat Intelligence and Combat Leadership Problems.

412. Military Logistics Management (3).
This course includes instruction and practical exercises in the following areas: Small Unit Supply Procedures, Organizational Maintenance Management, Dining Facility Management, Supporting Service in the Field, Organization of a Supply Point, Motor Convoy Operations, Formal Property Accountability, Requisitioning, Receiving, Storage and Issue Procedures and Records Inspection.

421. Basic Officer Course Preparation (3).
Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-Development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and Decorations and Fundamentals of Management. Three (3) lecture hours and one (1) laboratory hour per week.

MILITARY SCIENCE DEGREE PROGRAM

The Military Science Department offers a major in Military Science for students who are planning careers as professional Army Officers. Campbell is the only school in the southeast which offers a degree program in this field. The requirements for a Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education.

CORE CURRICULUM

Art, Music or Drama 131	3
English	12
Foreign Language	12*
History 111,112	6
Math	6
Physics, Biology, Chemistry or Geology	12
Religion	6
Physical Education 100	3
	Total 60

*Up to six hours may be satisfied by two or more high school units.

MILITARY SCIENCE CURRICULUM

Government 229. National Government	3
Government 345. International Relations	3
Geography 113. Physical Geography	3
MS311. Military Leadership Styles	3
MS312. Military Administration	3
MS411. Military Operations	3
MS412. Military Logistics Management	3
MS421. Basic Officer Course Preparation	3
	24
Army ROTC Program	21
*Enrichment Courses	12
	33
Electives	10
	Total 128

*To be selected from not more than two related disciplines subject to approval by the PMS.

PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE (CHAIRMAN)
ASSOCIATE PROFESSORS: MR. CARR, MS. CLARY, DR. TOLSMA, MR. ROBERTS
ASSISTANT PROFESSORS: MRS. LLOYD, MR. SMITH
INSTRUCTORS: MS. LEE, MR. MORSE, MR. BOWERS, MS. WATKINS

PHILOSOPHY OF THE DEPARTMENT

Students are our reason for existence. We are strongly committed to the professional principle of physical education and support varsity, intramural and club sports. We encourage our students to evaluate realistically where they are and where they would like to be. Once our students have faced reality and evaluated their status, they must be actively involved in shaping their own goals. It is our responsibility to see that the goals are realistic so that together we may ensure success potential.

Physical education is an excellent arena for the development of all pedagogical objectives. Psychomotor development is naturally intrensic to the field. With proper emphasis on group activity, we can encourage healthy supportive interaction. By nurturing ego involvement and positive reinforcement, we can contribute to the development of effective skills. Finally by treating the discipline as the academic area it is, we can encourage and direct critical, analytical and creative thinking. The understandings gained from this approach will greatly aid the development of cognitive skills.

The following opportunities are available to men and women in the Physical Education Department:

I. Major Program in Physical Education with Teacher Certification — K-12 (B.S. Degree)

A. Academic Requirements

*1. General Degree Requirements (B.S. Degree) Semester Hours

English 12
History and Social Science 12
Foreign Language 6-9
Religion 6
Mathematics 6
Fine Arts 3
Speech 113 2
Biology 111 and Biology 221 8
Total 55-58

2. 42 semester hours of Physical Education and Health (Physical Education 185 and general activity course *not* necessary for Physical Education Majors)

Physical Education 100 3
**Physical Education 101-102 6
Physical Education 225 2
Physical Education 236 2
***Physical Education 241-247 2
Physical Education 331 3
Physical Education 332 3
Physical Education 335 2
Physical Education 336 2
****Physical Education 340 3
Health 211 3
Health 237 2
Health 325 3
Health 425 4
Electives (Activities, Coaching Theory, Health or Physical Education courses) 2
Total 42

3. Recommended — Endorsement in an approved program.

4. Completion of Teacher Certification Requirements

Psychology 222	Education 452
Education 221	Education 453
Education 341	Education 457 or 458
Education 440 or 441	Education 454
Education 431	

*See "General Requirements for Degrees" in the catalogue to determine Specific Course Requirements.

**Activity Requirements must be met through completion of the following courses:

	Hrs.		Hrs.
Aquatics	1/2	Individual and Dual	1 1/2
Dance	1/2	Team Sports	2
Gymnastics	1/2	Elective	1/2
Tumbling	1/2		Total 6

***Physical Education 243 is required for *all* male students—Optional for female students.

****Must have Physical Education 340 prior to Student Teaching.

B. Criteria for Admission to Student Teaching Include the Following:

1. A minimum grade point average of 2.25 in overall scholastic work; a minimum of 2.00 in the major field, and a C or better in all profesional education courses. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of the major department and the Department of Education.
3. No Probation-academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of National Teachers' Exam.
5. Application for admission to Student Teaching should be submitted by second semester of the junior year and prior to November 1st or March 1st.

C. Completion of a minimum of *Four* participation points in Extra-Curricular Activities. A minimum of 1 1/2 points (three semesters) must be earned by participation in the Physical Education Majors Club.

II. Major Program in Physical Education without Teacher Certification (B.S. Degree).

A. Academic Requirements

1. All General University Requirements (B.S. Degree - same as courses stated in Teacher Certification Program).

Semester Hours
Total 45-48

2. Biology 111 and Biology 221 8
3. Education 221 3
4. Psychology 222 3

Total 59-62

5. 39 semester hours of Physical Education & Health (Physical Education 185 and general activity course not necessary for Physical Education Majors)

	Semester Hours		Semester Hours
P.E. 100	3	P.E. 335	2
P.E. 101-121	6	P.E. 336	2
P.E. 225	1	Hlth 211	3
P.E. 236	2	Hlth 237	2
P.E. 241-247	2	Hlth 325	3
P.E. 331	3	Electives	10

B. Completion of a minimum of *four* participation points in Extra-Curricular Activities. A minimum of 1 1/2 credits (three semesters) must be earned through participation in the Physical Education Majors Club.

III. Endorsement in Physical Education

A. Teacher Certification (In conjunction with major field)

B. Twenty-one semester hours of Physical Education and Health

	Semester Hours
Physical Education 100—Introduction to Physical Education	3
Physical Education 101-122 - Physical Education Activity Course	3
Physical Education 225 - Practicum	1
Physical Education 236 - Motor Skills	2
Physical Education 331 - Organization & Administration	3
Physical Education 335 - Adaptive Physical Education	2
Physical Education 336 - Movement Experiences for Children	2
Physical Education 340 - Teaching of Physical Education	3
Health 237 — Care & Prevention of Athletic Injuries	2
Total	21

C. Biology 111 and Biology 221 8

IV. Concentration in Physical Education for Middle School Majors

A. Teacher Certification (In conjunction with Middle School Grades)

B. Eighteen Semester Hours of Physical Education and Health

	Semester Hours
Physical Education 100	3
Physical Education 185	2
Physical Education Activity (101-122)	3
Physical Education 236	2
Physical Education 336	2
Physical Education 335	2
Physical Education 331	3
Physical Education 225	1
Total	18

111. Health for the College Student (2).
To promote a better understanding of pertinent needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

211. Personal and Community Health (3).
A study of vital phenomena and their applications to the human organism. Emphasis includes fundamental biological facts of human anatomy and physiology, personal and community health, education for family living, health hazards and mental health. This course is designed for Physical Education majors only.

325. Kinesiology (3).
The scientific study of the mechanics of motion as it applies to human movement. Newton's laws of motion are studied and related to the motion of the

human body in the performance of athletic skills. Math 111 is recommended for those planning to take this course. Prerequisites: Biology 111, Biology 221.

333. Elementary School Health (2).
An investigation of the principles and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

337. Care and Prevention of Injuries (2).
Instruction includes discussion and practical application of the accepted principles of first aid and the theory and practice of athletic training and conditioning. Emphasis is placed upon safety and preventive measures with prompt treatment of athletic injuries.

425. Exercise Physiology (4).
The study of the physiological responses and adaptations of the body to the stresses of exercise and training.

444. First Aid for Elementary Teachers (2).
A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

PHYSICAL EDUCATION

100. Introduction to Physical Education and Health (3).
A study of the history, principles, and philosophy of physical education; the biological and sociological foundations and their implications for today's society; the application of sound principles in programming to allow the student to make a sound entry into the teacher education program. Knowledge of health as it relates to the physical needs and contributions to the individual's total health status and health values to be derived from participation will be strongly stressed.

225. Practicum in Physical Education and Health I, II & III (1,1,1).
Students are provided observation, participation, and limited teaching experiences in concentrated periods of time in both elementary and secondary schools as well as university and Foundation classes. Care is taken by the college instructor to carefully supervise and analyze each student. Emphasis is placed on understanding the relationship which exists between theory and practice. This is a sophomore or junior level course designed to help the student evaluate their decision to become a physical education instructor.

236. Motor Skill Development (2).
A study of the development of motor skills from infancy through adolescence with emphasis placed on: (1) the sequential process of an individual's motor

behavior, (2) factors influencing skill development and (3) optimal conditions for motor skills development.

331. Organization and Administration of Physical Education (3).
An orientation to policies, standards, procedures, and problems pertaining to organizing and administering physical educational programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

332. Measurement and Evaluation (3).
An introduction to elementary statistical procedures as they relate to constructing, administering, scoring and grading tests and measures in physical education. Practical application of tests of knowledge, physical fitness, general motor ability, sports skills, and other areas will be stressed.

334. Physical Education in the Elementary School (2).
An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

335. Adaptive Physical Education (2).
This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed rather thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

336. Movement Experience for Children (2).
This course is designed to view the overall development of a child in grades K-6 with an emphasis on planning movement experiences based on the uniqueness of the individual. Students are provided with both observation and teaching experiences in an elementary school. Prerequisite: Physical Education 236.

340. Teaching of Physical Education and Health (3).
The course is designed to cover the needs of students (7—12) in physical education. Units of work on various levels are planned, yearly programs are developed, and activities applicable to all age levels are taught and analyzed.

341-348. Theory of Coaching (1).
Methods and materials of seasonal planning, training, officiating and game strategy in each sport.

PE 241—Baseball
PE 242—Basketball
PE 243—Football
PE 244—Soccer
PE 245—Softball
PE 246—Track & Field
PE 247—Volleyball

PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS

101-121. The following are laboratory courses for physical education majors with emphasis on the development of skills and understanding of rules as they apply to each sport. Teaching progressions will be integrated into the acquisition of skills by the instructors. Classes meet three hours per week for half a semester. Each course carries ½ semester hour credit. Students must have an overall 2.5 average in physical education activity courses.

PE 101—Golf
PE 102—Soccer
PE 103—Badminton
PE 104—Fundamentals of Conditioning
PE 105—Volleyball
PE 106—Tennis
PE 107—Baseball
PE 108—Football
PE 109—Basketball
PE 110—Wrestling
PE 111—Softball
PE 112—Archery
PE 113—Modern Dance
PE 114—Ballroom Dance
PE 115—Square Dance
PE 116—Tumbling
PE 117—Gymnastics
PE 118—Track
**PE 119—Swimming
PE 120—Social Dance
PE 121—Ballet
PE 122—Recreational Games/Sports

**Physical Education majors must pass a beginner level swimming proficiency test to take PE 119 swimming class.

Placement in a beginner swimming class is a prerequisite for those majors who cannot pass the proficiency test. However, special consideration will be given those few individuals who, after completing the swimming course, still are unable to swim proficiently, and a committee will be appointed to determine whether or not the individuals should pass.

FRESHMAN REQUIRED ACTIVITY COURSES

185. Foundations (2).
A course designed primarily for the purpose of guiding an individual toward the development of a personalized fitness program. Through a series of classroom lectures, students are provided with a background of the scientific and psychological principles underlying an appropriate conditioning program with emphasis on the effects of exercise on the cardiovascular stystem. A major segment of the course involves having students participate in a planned

sequence of physical activity patterned after Cooper's Aerobics program. Prerequisite: A student will not be admitted to class until a completed physical examination is on file at the Campbell University Infirmary.

111-112. One semester hour of Physical Education is required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in selected activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Any combination of 2 courses carries 1 semester hour credit.

Beginning Aerobics
Advanced Aerobics
Archery
Beginning Badminton
Intermediate Badminton
Basketball
Modern Dance
Social Dance
Ballet
Dance for the Athlete
Square Dance
Beginning Golf
Intermediate Golf
Gymnastics
Intermediate Marksmanship
Mountaineering
Beginning Orienteering
Beginning Marksmanship
Intermediate Orienteering
Beginning Rappelling
Intermediate Rappelling
Beginning Self Defense
Intermediate Self Defense
Beginning Skiing
Intermediate Skiing
Soccer
Softball
Beginning Swimming
Intermediate Swimming
Advanced Swimming
Advanced Senior Life Saving w/ Certification
**Water Safety Instructor
Beginning Tennis
Intermediate Tennis
Track and Field
Volleyball
Beginning Weight Training and Conditioning
Intermediate Weight Training and Conditioning
Advanced Weight Training and Conditioning
Wrestling
**Individual Physical Education
***Current Advanced Senior Lifesaving certificate

Explanation of Swimming Courses

I. Beginner Courses Entrace Requirements
   A. There are no swimming skill requirements for entrance into the course.
   B. The course is designed for the nonswimmer or student who cannot successfully complete the intermediate level skills explained below.

II. Intermediate Course Entrance Requirements
   A. A student demonstrates ability to swim 25 yards on his back.
   B. Student swims 25 yards using the crawl stroke.
   C. Student dives from the deck and swims 15 feet underwater.

III. Advanced Course Entrance Requirements
   A. The student swims 50 yards continuously, using a coordinated stroke on the back.

B. The student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
C. The student performs survival floating for 5 minutes.

IV. Advanced Senior Life Saving
A. The student must be able to swim 500 yards continuously.

**INDIVIDUAL PHYSICAL EDUCATION

Students with physical limitations or handicaps are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

UNIFORMS FOR ACTIVITY CLASSES

All students in required physical education classes must wear an all-white T-shirt or blouse with short sleeves, gym shorts (dark color), and gym shoes (except during outside activities on cold days when long slacks and long sleeves would be necessary.) NO CUT-OFFS WILL BE ALLOWED. Physical Education major students must wear the uniforms designated for the professional preparation program.

CHURCH RECREATION

The curriculum goal of Church Recreation is to educate students for professional services in Christian recreation leadership. Graduates plan and supervise recreation programs that contribute to the total church ministry. The program which leads to a Bachelor of Science degree is designed to provide competencies in recreation administration, management and development. The major consists of eighteen semester hours of religion and thirty—two semester hours of recreation/physical education.

Major Program

I. Academic Program

A. General Degree Requirements (B.S.)	Semester Hours
English	12
Foreign Language	6-9
History 111, 112	6
Sociology 225	3
Sociology 340	3
Math	6
Religion 101 and 226	6
Laboratory Science	8
Physical Education	3
Music 131	3
CEP	2
	58-61

B.	Religion Core	
	Religion 202	3
	Religion 212	3
	Religion 222	3
	Religion 224	3
	Religion 261	3
	Religion - Any 300 level Religion courses	3
		18
C.	Recreation Core	
	Recreation 101 - Introduction to Church Recreation	3
	Recreation 210 - Social and Sports Recreation	3
	Recreation 331 - (P.E. 331) Organization and Administration of Physical Education and Recreation	3
	Recreation 335 - (P.E. 335) Recreation and Special Populations	3
	Recreation 462 - (P.E. 462) Group Leadership	3
	Recreation 464 - Recreation for the Aging	3
	Recreation 457 - (Rel. 457) Internships	4
	Recreation 122 - Recreational Games	1
	Recreation 236 - (P.E. 236) Motor Skill Development	3
	P.E. Activity Courses (Water Related Activities)	2
	P.E. Activity Courses (Other Activities)	2
	Health 444 - First Aid	2
		32
D.	Other Requirements	
	Art 211	3
	Education 341	3
	Drama 228	3
	Speech 113	2
		11
E.	Electives (To be approved by the Department Chairman)	9
	Total	128-131

Recreation 101. Introduction to Church Recreation (3).
A basic foundation course which provides a conceptual framework of leisure. Theoretical, historical, and spiritual aspects are included along with the basic fundamentals of the nature, scope, and significance of organized recreation services. The student formulates a basic theory, purpose and philosophy for himself and the church. The role of the Director of Recreation is thoroughly analyzed.

Recreation 122. Recreational Games (1).
Course designed to stress planning and organizing a wide variety of games appropriate to a particular setting. Principles and techniques of leading the games for different age groups are also included. One hour.

Recreation 210. Social and Sports Recreation (3).
The planning, promotion and conducting of various types of social and sports events. Administration and supervision skills indigenous to church athletic programs are considered. Group instruction in individual and team sports and officiation techniques applicable to these sports are included. Activities for banquets, parties and fellowships are included.

Recreation 236. Motor Skill Development (3).
A study of the development of motor skills from infancy through adolescence with emphasis placed on: (1) the sequential process of an individual's motor behavior, (2) factors influencing skill development and (3) optimal conditions for motor skills development.

Recreation 331 Organization and Administration of Physical Education and Recreation (3).
An orientation to policies, standards, procedures, and problems pertaining to organizing and administering physical education programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

Recreation 335. Recreation and Special Populations (3).
This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed rather thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

Recreation 457. Experiential Learning (4).
The student will make a proposal in terms of specific projects to be completed largely off-campus under the direction of a faculty advisor.

Recreation 462. Recreational Leadership (3).
A study of the needs and values of a recreation program, the principles to be followed, and the materials and methods to be used. Designed for personal enrichment and recreational leadership skills. This course may count as either Religious Education or Physical Education, but not both. (Block schedule, first half of the spring semester.)

Recreation 464. Recreation for the Aging (3).
An investigation of the needs and potentials of senior adults with emphasis in recreation programming opportunities; problems of the aging are considered. Included is a study of the necessary steps in beginning and maintaining a recreation program and ministry for this special age group.

DIVISION OF SCIENCE AND MATHEMATICS
CHAIRMAN, DR. JAMES M. JUNG

The Departments of Biology, Chemistry/Physics, Geology, and Mathematics comprise the Division of Science and Mathematics. The B.S. degree may be obtained in Biology, Chemistry, Geology, and Mathematics. Endorsements may be obtained in each area as well.

BIOLOGY

PROFESSOR: DR. BEARD
ASSOCIATE PROFESSOR: DR. COCKERHAM, CHAIRMAN
ASSISTANT PROFESSORS: MRS. McCALL, MR. EVERHART
INSTRUCTOR: MISS THOMPSON

Requirements for the Bachelor of Science Degree with a Major in Biology

A major in biology may be obtained either within a general, medical-technology, teacher certification, or pre-professional curriculum. The major consists of a minimum of 32 semester hours and includes Biology 111, 202, 203, 327, 342, and 430, 437.

Ancillary requirements include Mathematics 112, 160; Chemistry 111, 113, and 207 or 227 and 228; and Physics 221-222 or Physics 251-252; Mathematics 222 is an additional requirement in the pre-professional curriculum. Those who take Mathematics 222 may elect to take Biology 275 instead of Mathematics 160.

Students in Secondary Education may receive an endorsement in biology by satisfactory completion of the following courses: Biology 111, 112, 327, 342, and 224 or 241.

111. Basic Biology (4).
An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Prerequisite to all other biology courses.

Courses numbered 112 to 299 are open to all students who hold credit for Biology 111.

112. Human Biology (4).
A study of man from the standpoint of body structure and function, cultural development and biological relationships. (See Biology 221).

202. General Botany (4).
A first level study of plant biology, concentrating upon flowering plants, and proceeding to a survey of diversity and relationships among plants, fungi, and bacteria, with emphasis on their roles in the biological economy.

203. General Zoology (4).
The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution.

221. Human Anatomy and Physiology (4).
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Credit may not be received for both 112 and 221.

224. Vertebrate Natural History (4).
Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of the vertebrates in their natural habitats is emphasized.

226. Ornithology (4).
Bird identification, classification, evolution, ecology, behavior, and life histories will be emphasized. The study of birds in their natural habitats will be emphasized during the laboratory periods.

241. Field Botany (4).
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy.

275. Biometry (4).
The gathering, processing and analyzing of quantitative biological data. Experience is provided in the use of elementary statistical methods and computational devices, including the IBM Series/1 and PC computers as well as facilities of the Triangle Universities Computation Center.

298, 299. Independent Study (1, 1).
The investigation of a biological research problem under the supervision of an instructor. Intended for secondary education majors and science majors having minimal biology course work and background. Emphasis will be given to the scientific method and experimental methodology in its various forms. Prerequisite: Biology 111 and permission of the instructor.

300. Invertebrate Zoology (4).
A phylogenetic approach to the biology of invertebrate groups. Prerequisite: Biology 203.

320. Developmental Anatomy (4).
An integrated approach to the study of comparative vertebrate anatomy and embryology. Prerequisite: Biology 203.

327. Ecology (4).
A study of the interactions which determine the distribution and abundance of organism. Prerequisites: Biology 202 and 203, Chemistry 111, and Mathematics 160 or Biology 275; or permisssion of the instructor.

331. Invertebrate Paleontology (4).
See Geology 331. Prerequisites: Biology 202, 241, or Geology 112; or permission of the instructor.

332. Paleobotany (3).
See Geology 332. Prerequisites: Biology 202, 241, or Geology 112; or permission of the instructor.(4).

334. Microbiology and Immunology (4).
An elementary treatment of microorganisms, primarily bacteria. Special

emphasis is given to study techniques and the roles of these organisms in ecology, health and disease. Prerequisites: Chemistry 113; Organic Chemistry recommended.

342. Genetics (4).
A study of heredity. Prerequisites: Chemistry 113, and eight hours in Biology; or permission of the instructor.

398, 399. Independent Study (1, 1).
The investigation of a biological research problem under the supervision of an instructor. Intended for secondary education majors and science majors having minimal biology course work and background. Emphasis will be given to the scientific method and experimental methodology in its various forms. Prerequisite: Biology 111 and permission of the instructor.

430. Biochemistry and Cell Physiology (4).
An introduction to the chemistry, physics, and functional organization of cells. Prerequisites: Physics 222 and Chemistry 207, or 227-228.

437. Animal Physiology (4).
An analysis of physiological mechanisms in animals, with emphasis on the organ level of organization. Prerequisites: Biology 203, Chemistry 111-113, and Physics 222 or 252. Biology 320 suggested.

447-448. Biology Thesis (2, 2).
The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

460. Special Topics (1-4)

Investigation of an important aspect of modern biology under the supervision of a staff member. Students may register for this course only by prior arrangement with the instructor.

CHEMISTRY/PHYSICS

PROFESSOR: DR. JUNG, CHAIRMAN
ASSOCIATE PROFESSORS: DR. HORNER, DR. NELSON, DR. PETERSON
INSTRUCTOR: MR. JAMES

Requirements for the Bachelor of Science Degree with a Major in Chemistry

The candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 327, 331, 334, 451, and 452 for a total of thirty-four semester hours. Additional courses numbered above 228 are highly recommended for those who are considering studies beyond the Baccalaureate degree. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the third course in Calculus and take the calculus-based Physics.

Requirements for a Teacher's Certificate: Those who seek certification to teach Science in secondary schools should consult with members of the

Education Department for specific requirements for certification with a concentration in a particular area of Science and for professional education courses required of prospective teachers.

An Endorsement in Chemistry may be obtained by completing the following courses: Chemistry 111, 112, 113, 215, 207, or 227.

Medical Technology: A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliating hospital.

Upon successful completion of the four year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Techologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the sciences have become prerequisite for gaining admission to the Schools of Medical Technology.

Bachelor of Health Science (BHS) and Bachelor of Applied Science (BAS): The BHS and BAS degrees are offered to candidates who have completed the Associate of Arts (AA) degree from technical institutes and hospitals. Requirements for the two degrees are rather specific and depend upon the particular area in which the AA certificates were obtained. Normally two years of study at Campbell are necessary. Details may be obtained from the departmental advisor(s).

111. General Chemistry (4).
A broad overview of various divisions of Chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

112. Consumer Chemistry (4).
A better understanding of some of the chemistry involved in subjects that should be of continual concern to consumers of such things as: energy, food, drugs, air, water, and other products of a technological world. This is a terminal course for those who wish to complete but one semester of chemistry. (Spring).

113. Qualitative Analysis (4).
The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111. (Spring).

207. Elementary Organic Chemistry (4).
An introductory course designed for nurses, medical technology students, and others who desire a semester of organic chemistry. Prerequisiste: One year of college chemistry.

215. Quantitative Analysis (4).
A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall)

227, 228. Organic Chemistry (4, 4).
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite: Chemistry 113. (Fall, Spring)

327, 328. Separation and Analysis in Organic Chemistry (4,4).
Presents both in theory and in practice, the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry. (Fall, Spring)

331. Inorganic Chemistry (4).
A course dealing with descriptive and theoretic inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215. (Spring)

334, 335. Physical Chemistry (4, 4).
The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 222. (Spring, Fall)

429. Organic Preparations (2).
A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

431. Inorganic Preparations (2).
A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

445, 446. Chemical Research (2-4).
An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1,1).
Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

PHYSICS

221, 222. General Physics (4,4).
Classical mechanics, heat, sound, and electricity with an introduction to modern Physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor.

251, 252. Fundamentals of Physics (4, 4).
The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories

are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite:- Math 222. Corequisite: Math 223, or permission of instructor.

SCIENCE EDUCATION

117. Principles of Physics and Chemistry for Elementary Education Majors (4).
A course to expose the student to the fundamental principles and concepts in Physics and Chemistry. Coordinated laboratory assignments are included in both disciplines. Open only to students concentrating in elementary education. Fall only.

118. Principles of Biology and Earth Science for Elementary Education Majors (4).
An introduction to the principles of Biology and Earth Science which is activity oriented and emphasizes the process by which scientific problems are solved. Subject matter covered includes units on human Biology, the environment, rocks, weather, and objects in space. Open only to students concentrating in elementary education. Spring only.

211. Applied Photography (3).
A course designed to meet the needs of students requiring a knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week. This course does not satisfy degree requirements in Science.

231. Descriptive Astronomy (4).
A brief couse in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112. This course does not satisfy degree requirements in Science.

GEOLOGY

PROFESSORS: DR. HOPE, CHAIRMAN, DR. PERKINS
INSTRUCTORS: MR. HARVEY, MR. WESTBROOK, MR. JAMES

Requirements for the Bachelor of Science Degree with a Major in Geology

A candidate for a Bachelor's degree with a major in Geology may select from the following courses to complete the required total of thiry-four semester hours: Geology 221, 332, 345, 362, 444, and 462. Additional Geology courses offered (excluding Geology 115) must be taken without exception.

The candidate must also complete Mathematics 222 or equivalent, eight semester hours of Chemistry, and eight semester hours of Physics. Field trips will be made during the year in several courses.

Requirements for a Teaching Certificate:

Students in Secondary Education may receive an endorsement in earth science by satisfactorily completing eighteen semester hours of Geology, including Geology 111 and 112.

111. Physical Geology (4).
A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time, igneous, sedimentary and metamorphic geology, geologic structures; the action of wind, water and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).
A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

115. Introduction to Environmental Problems (3).
Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (3).
A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor.

223. Elements of Crystallography and Mineralogy (4).
An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisites: Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3).
A study of the optical properties of minerals with the aid of the petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 223.

326. General Petrology (3).
A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 224.

331. Invertebrate Paleontology (4).
The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determina-

tion of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3).
A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hous of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3).
The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and a working knowledge of trigonometry.

345. Principles of Economic Geology (3).
The occurrences, genesis, and the distribution of important metallic, nonmetallic and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisites: Geology 223 and permission of instructor.

362. Field Study (1-2).
Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).
Study and practice in the basic principles of geologic mapping, sampling, geologic data collection, tabulation and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and a working knowledge of trigonometry.

441. Principles of Sedimentation and Stratigraphy (3).
A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

444. Geomorphology (3).
A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

462. Geological Research (2-4).
Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form. The amount of credit will be established by the department at the time the problem is approved.

MATHEMATICS

PROFESSOR: DR. J. TAYLOR
ASSOCIATE PROFESSOR: MR. BAIN, CHAIRMAN
ASSISTANT PROFESSORS: DR. GLENN, MR. THOMAS, MRS. TODD
PART-TIME INSTRUCTOR: MR. POLLACK

Requirements for the Bachelor of Science Degree with a Major in Mathematics

The candidate must satisfactorily complete at least 33 semester hours in approved mathematics courses numbered above 200. Requirements for teacher certification in Mathematics: A student who desires certification for teaching mathematics in the secondary schools must include in his major, courses in linear algebra, geometry, probability and statistics, modern algebra, and computer sciences. The student should also complete 8 semester hours in physics or chemistry.

110. Fundamentals of Mathematics (3).
(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized—addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; "word" problems.

111. Algebra (3).
(Credit in Math 111 is not allowed if student has credit in Math 122). A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112. Elementary Functions (3).
A study of circular, logarithmic, exponential and polynomial functions.

122. Analytic Geometry and Calculus I (4).
Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

140. Applied Mathematics (3).
Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

160. Elementary Statistics (3).
Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decisions making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

203. Mathematics for Elementary Teachers (3).
The course will include material from the areas of algebra, geometry, statistics,

probability and the International System of Units. For elementary education majors only. Prerequisite: Math 111.

223. Analytic Geometry and Calculus II (4).
Topics included: Differentiation and the integration of logarithmic. exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122.

224. Analytic Geometry and Calculus III (4).
Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminant forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223.

273. Introduction to PASCAL
An introduction to the basic concepts of programing in PASCAL.

275. Introduction to FORTRAN
An introduction to the basic concepts of programming using FORTRAN.

331. History of Mathematics (3).
A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics. Co-requisite: 224 or by permission of the instructor.

333. Linear Algebra (3).
A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalant matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and hermitian forms. Prerequisite: Math 122.

335. Introduction to Probability and Statistics (3).
A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

Math 337. Differential Equations (3).
Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations; higher degree differential equations, and special differential equations; operators, Laplace transforms, and applications. Prerequisite: Math 223.

376. Introduction to Numerical Methods (3).
Concerned with the practical solution of problems on computers. Prerequisite: Math 273 or 275, Co-requisite: Math 224. Recommended Math 333.

Math 441. Introduction to Modern Abstract Algebra (3).
A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 122 (shall have junior standing).

443. Topics In Geometry (3).
An integrated course which includes set theory logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

445. Advanced Calculus (3).
An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333.

453. Methods of Teaching Mathematics (1½).
A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

DIVISION OF SOCIAL SCIENCE
CHAIRMAN, DR. ELMER PURYEAR

The Division of Social Science includes the Departments of Government, History and Sociology and gives majors in Government, Human Services (with a concentration in Criminal Justice), History, Social Science, Sociology, and Social Services. Special curricula are provided in Pre-Law and for certification in teaching on the secondary level.

GOVERNMENT

PROFESSOR: DR. PURYEAR
ASSOCIATE PROFESSORS: DR. MINIX, DR. SCHROEDER
INSTRUCTOR: DR. STEVENSON

Graduate Program: For requirements for the Master of Science degree, and class offerings in the graduate program, see the graduate bulletin.

Requirements for a Bachelor of Arts degree with a Major in Government

Completion of at least 33 semester hours with a "C" average or better. Government 229, 230, and 451, plus one course selected from Government 341, 342, or 345 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Concentration: For a concentration in government, the student must complete 24 semester hours including Government 229, 230, and either Government 450 or 451.

Prerequisites: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450. Government 449 or 450 is a prerequisite for Government 451.

229. The National Government (3).
Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen.)

230. State and Local Government (3).
Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

232. State Legislative Politics (3).
The purpose of this course is to prepare student-delegates for the convocation of the North Carolina Student legislature held annually in Raleigh. Students are required to read a textbook dealing with the state legislative process, to gain a working familiarity with Robert's Rules of Order, and to participate in the research and writing of two bills to be introduced at the state meeting. Registration is by approval of the professor.

238. American Political Parties (3).
The main topics considered are the origins and development of American political parties, their functions, organization, regulation, campaign methods, and elections.

337. Municipal Government (3).
The history, organization and administration of American municipal corporations are studied in some detail.

338. Introduction to Public Administration (3).
The purpose of this course is to explore the lasting problems of governmental efficiency and responsiveness as they manifest themselves in the American bureaucratic structure of the late twentieth century. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the point at which public administration becomes political.

341. Comparative Government—Governments of Western Europe (3).
A comparative study is made of political institutions and constitutional practices of the United Kingdom, France, Germany, and the Soviet Union.

342. Comparative Government—Totalitarian Governments (3).
A study is made of the basic theories of totalitarianism with particular attention focused on Communist governments.

345. International Relations (3).
Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of international organizations in general, and of international law as a necessary basic minimal rule.

444. Ancient and Medieval Political Thought (3).
(History 444 or Philosophy 444). A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and include such thinkers as Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

445. Modern European Political Thought (3).
(History 445 or Philosophy 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(History 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background.

448. American Foreign Policy in the Twentieth Century (3).
(History 448). An examination of the formatation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitutution (3, 3).
(History 449, 450). Gives an account of the living Constitution by tracing practices, customs, traditions and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today.

451. Seminar in Constitutional Law (3).
A detailed examination of landmark cases of the Supreme Court and their implications.

452. Internship (3).
A supervised work internship with selected lawyers, governmental agencies or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors with approval of the professor.)

PRE-LAW with a Major in Government or History

Law schools want students who think rationally and logically, who express themselves clearly and coherently in both oral and written form, who are broadly educated in the Liberal Arts, and who have specialized in an academic major field of interest.

After consultation with deans of various Schools of Law, the Department of Government and History of Campbell University has developed a curriculum to aid a student in achieving these qualifications. The program meets all the college requirements for a Bachelor of Arts degree and gives the student a major in Government (Political Science) or History. The curriculum is broad enough to give the student specific courses needed to prepare him for the

study of law. These courses include American and English History, Economics, Accounting, Data Processing, Logic, National and State Government, Speech, Sociology, Psychology and Constitutional History and Law. To meet the foreign language requirements, Pre-Law students are encouraged to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role.

For the specific courses required of each student consult with the Chairman of the Department of Government and History or the Pre-Law Bulletin.

CRIMINAL JUSTICE with a major in Human Services

The Bachelor of Applied Sciences degree was designed to accomodate students who have attended junior colleges, community colleges or technical colleges. Students desiring to obtain the Bachelor's degree may transfer to Campbell University no more than 64 semester hours. These hours may be from any combination of two-year general college, technical college, CLEP, or work related experiences. All programs considered for transfer must be accredited by a regional accrediting agency.

The concentration in Criminal Justice meshes with existing programs already underway in community colleges and technical colleges. The student normally would complete a two-year program in criminal justice and then transfer to Campbell. Since Campbell gives no criminal justice courses, **per se,** the student must complete at least 36 semester hours in criminal justice elsewhere. During the two years at Campbell, the student will take liberal arts courses to complete the degree requirement. Advanced courses in Psychology, Sociology and Government will be taken to reinforce the student's criminal justice courses taken in transfer.

THE CURRICULUM

First Semester	**Semester Hours**
English 111	3
Religion 101	3
Art 131, Music 131 or Drama 131	3
Government 229	3
History 221	3
Physical Education 185	2
Second Semester	
English 112	3
Psychology 222	3
Math 160	3
Biology 111 or Chemistry 111	4
History 222	3
Third Semester	
English (Literature)	3
Economic 223	3
Data Processing 225	3
Elective	3
Elective	3

Fourth Semester

Speech 115 3
Government 230 3
Philosophy 224 (Ethics) 3
Elective 3
Elective 3

Fifth Semester

Sociology 340 3
Government 449 3
Sociology 359 3
Sociology 346 3
Elective 3

Sixth Semester

Government 337 3
Government 450 3
Phychology 461 3
Sociology 342 3
Elective 3

Transfer courses in Criminal Justice 36

HISTORY

PROFESSORS: DR. PURYEAR, DR. KEYSER, DR. MOORE
ASSOCIATE PROFESSOR: DR. SCHROEDER
ASSISTANT PROFESSORS: MR. EASLEY, MISS SHERWOOD, MR. TUCK
PART-TIME INSTRUCTOR: MR. BOWEN

Requirements for the Bachelor of Arts degree with a Major in History

The candidate must complete at least 33 semester hours of history with a "C" average or better. The candidate must complete History 111-112 and History 221-222, plus at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. In addition, the candidate must complete the following related courses: Government 229; Economics 223 and 224 (Economic history may be substituted for one of these courses); and either Georgraphy 113 or Sociology 225. History 451 is required of all majors.

Requirements for the Bachelor of Science degree with a major in the Social Sciences

The candidate must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a "C" average or better, 24 semester hours in one of the following fields: economics, sociology, government or history. In addition, the candidate must complete, with a "C" average or better, six hours in each of three fields, other that the field of concentration to be chosen from: economics, geography, sociology, government, or history.

High School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who desires certification for the teaching of the social studies in the secondary schools of North Carolina must complete, with a "C" average or better, at least 24 semester hours in history and six semester hours in each of the following fields: economics, geography, government and sociology. The candidate seeking certification should consult both the Department of History and the Department of Education.

111-112. Western Civilization (3, 3).
A survey of Western Civilization to the present; gives attention to the origins of civilization and to relations between the West and non-Western areas of the world.

221-222. American History (3, 3).
A survey of United States history from the discovery of the New World to the present.

331. General Church History (3).
(Religion 331.). An historical study of the major movements and thoughts in the church.

332. North Carolina (3).
A survey of the State's history.

334. American Christianity (3).
(Religion 334.) A study of the history, ideas, and influence of Christianity in America.

343-344. England (3,).
The political, economic, ecclesiastical, and intellectual history of the English is traced from the earliest times to the present.

350. Renaissance and Reformation (3).
The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions.

351. Europe in the Age of the French Revolution (3).
A study of the French Revolution, its causes, and short-run and long-run results.

356. Russia and the U.S.S.R. (3).
Russian history is traced in terms of its principal events and developments from its beginning to the present.

359. American Colonial History (3).
Beginning with the Voyages of Discovery and ending with the Critical Period. Emphasis will be on the development of the political, economic, and social institutions and the individuals who helped shape them.

401. The American Military Experience (3).
(Military Science 401). A survey of American Military History concentrating on the major factors and events which have influenced U.S. foreign policy during periods of war and peace.

444. Ancient Medieval Political Thought (3).
(Government 444 or Philosophy 444). A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine and St. Thomas Aquinas.

445. Modern European Political Thought (3).
(Government 445 or Philosophy 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(Government 446). The main currents of American Political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background.

448. Twentieth Century American Foreign Policy (3).
(Government 448). An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3, 3).
(Government 449, 450). Gives an account of the living Constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American Constitution today.

451. Seminar (3).
Research and reports on selected topics.

453. Methods of Teaching Social Studies (1½).
A study of methods of teaching social studies in the secondary school. Emphasis is placed on the practical development of useful teaching materials. This course is open only to History and Social Science majors who want a teacher's certificate.

501. European History - 1914 to the Present (3).
A review of the causes and results of World War I followed by an intensive study of the problems of peace, the rise of new governments, World War II, and the post World War II period.

502. American Economic History (3).
The evolution of the economy of the United States is traced and analyzed in terms of the developments in agriculture, commerce, and industry with particular emphasis on technology and the changing role of government in the process. Special attention is given to the rise of modern corporations.

SOCIOLOGY

PROFESSOR: DR. WALLACE
ASSOCIATE PROFESSORS: DR. REINHARDT, DR. COGDILL
VISITING PROFESSOR: DR. WAGONER

Requirements for the Bachelor of Science Degree with a Major in Sociology

The candidate must complete, with a "C" average or better, at least 33 semes-

ter hours in sociology, which must include Sociology 225, 347, 350 and either Sociology 345 or 508. In addition the candidate must complete, with a "C" average or better, the following related courses: Government 229, History 221, 222, and Psychology 222. There is no provision for teacher certification in sociology.

Requirements for the Bachelor of Science Degree with a Major in Social Services.

The candidate must complete with a "C" average or better, 54 semester hours. The candidate must take Psychology 222, 232, and Psychology 260 or Sociology 343; Government 229, 230 or 337; History 221 and 222; Sociology 225, 226, 340, 342, 361, and 406. A candidate will also develop a specialization, e.g., mental health, child care, social services administration, corrections and rehabilitation, and social welfare.

Prerequisites: Sociology 225 is a prerequisite for all other Sociology courses. Before a student can enroll in Sociology 347, he must complete nine semester hours in Sociology. Also, before a student can enroll in Sociology 350, he must complete 12 semester hours in Sociology.

225. Principles of Sociology (3).
A scientific study of human social interaction and society. Specific topics include culture, institutions, groups, collective behavior and population.

226. Social Problems (3).
The nature and extent of social problems in contemporary life are examined in terms of causes and constructive methods of treatment and prevention.

232. Social Psychology (3).
(Psychology 232). The study of patterns of interaction of personalities which characterize social life. The study of the group's influence on personality through status and role, rumor, leadership, crowd behavior, and social movements.

340. The Family (3).
(Religion 340). Among the topics discussed are the development of the family as a social institution, the family in various cultures, and the relationship of the family to the other institutions of contemporary American society.

342. The Community (3).
Dealing with the community in both its rural and urban form, this course considers the rural-urban differentials, the changing pattern of community life, neighborhoods, natural areas, and rural and urban problems.

343. Personality in Culture (3).
Investigates the relationship between the individual and his culture and society, i.e., how socialization influences personality, perception, cognition, states of consciousness, and mental illness.

344. Sociology of Religion (3).
(Religion 344). A study of the role of religion and religious institutions in society.

345. Anthropology (3).
The scientific study of man which includes man's biological, psychological, social, and cultural dimensions.

346. Criminology (3).
A study is made of the crime problem in the United States; emphasis is given to the reduction of crime and the rehabilitation process.

347. Introduction to Social Theory (3).
A critical study of sociological theories of early and recent writers with a view to laying the foundations for a constructive theory of modern society.

350. Social Research Techniques (3).
To introduce sociology students to basic methods of social research including hypothesis formulation, date collection, statistical analysis, computer applications and report writing.

359. Juvenile Delinquency (3).
Delinquency as a form of socially deviant behavior; definition of, extent of, limitations of statistics, theories of causation, the delinquent subculture; prevention and treatment.

361. Introduction to Social Work (3).
Surveys the purposes, problems, methods, and institutions of social work.

362. Sociology: Independent Study (3).

402. Sociology of Child Care (3).
A study of the methods and institutions that care for homeless children.

406. Internship (6).
Practical experience in a social service agency approved by the University, such as departments of social service, probation and parole, mental health center, children's home, etc.

508. Cultural Anthropology (3).
The comparative method is used to examine cultures in order to gain a deeper understanding of CULTURE and human nature as manifested in the basic institution of family, religion, economy, government, education, and the arts.

THE
LUNDY-FETTERMAN SCHOOL OF BUSINESS

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

THOMAS H. FOLWELL, JR., ACTING DEAN

PROFESSORS: ERIC BRODIN, CLIFFORD MILLER, WILLIAM STRANGE
ASSOCIATE PROFESSORS: CHRISTINE BEASLEY, THOMAS FOLWELL, EDITH MULKEY, LAMAR NORWOOD, ELLEN SIKES, BAYRED VERMILLION, JIEHIOU WU
ASSISTANT PROFESSORS: GLORIA LOCKERMAN, LAWRENCE NICHOLSON
INSTRUCTORS: VINCENT CHASE, DAVID COOKE, FAIK KORAY, ELEANOR SORVARI, JAMES WITHERSPOON, MARSHALL WOODALL

Named in honor of the families of the late Burrows T. and Mabel L. Lundy and the family of Lewis M. and Annabelle L. Fetterman of Clinton, North Carolina, the Lundy-Fetterman School of Business officially opened as a separate school beginning on January 9, 1984.

Consistent with the broad goals and strong liberal arts tradition of Campbell University, the School of Business offers at the undergraduate level several curricula built upon the general college curriculum.

The ultimate goal of the Lundy-Fetterman School of Business is to produce well-educated graduates equipped to become effective and ethical business practitioners. Graduates are expected to perform effectively at entry levels in business and government and to advance to responsible positions of leadership.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

BACCALAUREATE	ASSOCIATE
Accounting	
Business Administration	General Business
Data Processing	Data Processing
Economics	
Trust Management	

GRADUATE PROGRAM IN BUSINESS

In the fall of 1978, the Department of Business initiated a graduate program which leads ot the Master of Business Administration degree. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. Detailed information about this program is available through the Campbell University Graduate Bulletin on Business.

THE LUNDY CHAIR

Established in April of 1975, the Lundy Chair exposes all business students to the principles of free enterprise by bringing to the campus nationally recognized free market economists.

SOUTHEASTERN TRUST SCHOOL

Sponsored by the Lundy-Fetterman School of Business of Campbell University, the Southeastern Trust School offers a professional two-week intensive residence session each year for Trust Department personnel from member banks of the American Bankers Association. The Southeastern Trust School is accredited by the National Graduate Trust School for the first year of study at the National Trust School operated by the Trust Division of the American Bankers Association.

EXECUTIVE IN RESIDENCE COURSE

Each year the Lundy-Fetterman School of Business offers a course entitled The World of Business taught by a senior business executive. Additional key business personnel from the surrounding commmunity serve as guest lecturers and group leaders at different sessions during the course.

ACADEMIC PROGRAMS

ACCOUNTING

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 333, 334, 335, 336, 443, 444, Business Administration, 200, 221, 222, 313, 314, either 331 or 332, 336, Data Processing 225, Economics 223, 224, 357, 453, 447.

213-214. Accounting Principles (4, 3).
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals worksheets, financial statement, negotiable instruments and departmental costs.

323-324. Intermediate Accounting (3, 3).
A study of the principle accounting statements. A review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3).
A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

333-334. Taxation (3, 3)
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations.

Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

335-336. Cost Accounting (3, 3).
The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

443. Auditing (3).
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and reponsibility of both the Internal auditor and the public auditor are studied. Prerequisite: Accounting 323, 324.

444. Advanced Accounting (3).
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisites: Accounting 323, 324.

BUSINESS ADMINISTRATION

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, 332, 336, Data Processing 225, Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in General Business (AA); English 111, 112, 221, or 223, P. E. 185 and one P. E. activity course, Math (either 140, or 160), Psychology 222, Government 229, Religion 101 and one religion elective, Accounting 213, 214, Business Administration 200, 221, 222, 313, 336, Economics 223, 224, Secretarial Science 111, 331.

200. The Philosophy of Business (3).
Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism, government protection, regulation, and control of business; problems of poverty and famine, inequality, conservation of resources, pollution, monopoly, trade unionism, automation, and managed currencies. Course includes discussion of business policy for corporate executives.

221-222. Business Law (3, 3).
The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3).
A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

331. Principles of Management (3).
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3).
A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

336. Business Communications (3).
A study of theory and practice in communications for business purposes. Focus is primarily in three areas: The theory, process and problems of communication; development of effective internal communications and practice; development of effective external communications and practice.

400. Human Behavioral Laboratory (3).
A course designed to consider human relations and the postive cooperative efforts of people working together in a mature manner from the behavioral science viewpoint. Principle stress is placed on the importance of developing and maintaining a positive mental attitude in our total life environment. A major goal will be to further understanding of human dynamics and the process of interaction. Prerequisite: Principles of Management 331. Not offered every semester.

433. Principles of Insurance (3).
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisite: Junior standing, completion of Business Law 222; or approval of instructor.

435. Principles of Real Estate (3).
Fundamental principles and problems in purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

441. Retail Management (3).
A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how mangement makes retail decisions.

442. Advertising (3).
The purpose of this course is to provide students with a basic knowlege of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

536. Seminar In Management (3).
A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites; Senior standing in Business Administration and permission of the instructor.

550. The Practice of Management (3).
A course designed to focus on an overall organization and to gain an understanding of the task, requirements, responsiblities and practices of the manager. Subject matter discussed covers areas of concern with which all managers can expect to deal and in which all managers have to be literate regardless of functional background, or purpose and size of their organization. Prerequisite: Senior standing in Business Administration and permissison of the instructor.

560. The World of Business (3).
A course designed to relate business theory with real world applications. Seminars, case studies and group discussion are led by business executives. Prerequisite: Senior standing in Business and permission of the School of Business.

DATA PROCESSING

LAMAR NORWOOD, CHAIRMAN

Requirements for a major in Data Processing (BBA): Accounting 213, 214, and 300 level accounting course, Business Administration 200, 221, 222, 313,314, 331, 336, Data Processing 225, 226, 241, 244, 342, 345, 351, 360, 420, 452, 462, Economics 223, 224, 453.

Requirements for a major in Data Processing (AA): English 111, 112, Math 140, 160, History 111, 112, Art or Music 131, Natural Science, Religion 101, PE 185 and one PE activity course, Accounting 213, 214, Business Administration 331, 336, Data Processing 225, 226, 241, 244, 351, Economics 223, 224.

225. Introduction to Data Processing (3).
This course presents the development of data processing from its beginning to its present-day form and future potential. The student will learn to program the computer using BASIC.

226. Basic Programming (3).
Interactive computer programming is approached by using problem analysis. Problem analysis will involve determination of steps to produce the desired results, then the translation of those steps into a programming language.

240. Pascal Programming (3).
An introduction to the Pascal programming language covers flowcharting, programming and debugging. There will be an emphasis on proper programming techniques found in an industrial environment.

241. Cobol Programming I (3).
Introductory COBOL programming involves writing business application programs such as payroll, accounts payable, accounts receivable and inventory control. Prerequisite: DP 226.

244. RPG Programming (3).
Introduction to the RPG Programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications. Prerequsite: DP 226.

342. Cobol Programming II (3).
Theory and application of the COBOL programming language will be taught as used in commercial installations. Students will prepare programs from applications commonly encountered in business and industry. Prerequisite: DP 241.

345. Data Base Management (3).
The structure, design and development of data bases are investigated with emphasis on using the data base management software as an integral component of an information system. Prerequisite: DP 342.

351. System Analysis (3).
The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation and evaluation of a computer system. Prerequisite: DP 241 or DP 244.

360. Software and Hardware Concepts (3).
The course surveys technical topics related to computer systems including: communications, data base management, language differences, mini and micro computer maintenance, cost versus performance. Prerequisite: DP 342.

420. Distributed Data Processing (3).
The features of centralized, decentralized and distributed systems will be examined. The impact of distributed systems on the business enterprise will be studied via the medium of case studies. Technological implications of com-

puter hardware, software and communications are discussed as they relate to the design, development and implementation of distributed data processing systems.

452. Data Processing Management (3).
The manager's role in data processing, his relationships and responsibility to those outside the data processing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest concepts being utilized. Prerequisite: DP 351.

462. Data Processing Design Project (3).
The student analyzes, designs, and implements a new system or modifies an existing system required on-campus or at a local business.

470. Independent Study (3).
Offered with permission of department chairman.

ECONOMICS

Requirements for a major in Economics (BS), (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 459 and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 222.

223. Economics (3).
A study of the national economy with emphasis on economic institutions; determination of national income; economic fluctuations, functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

224. Economics (3).
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitve conditions, and pricing under monopoly and other imperfectly competitve conditions, Prerequisites: Economics 223-224.

334. Money, Income and Employment (3).
A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisiste: Economics 223-224.

357. Public Finance (3).
A study of the revenues and expenditure of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income Prerequisite: Economics 223.

447. Public Control of Business (3).
Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government created monopolies. Prerequisites: Economics 223-224.

448. Quantitative Methods (3).
A study of the use of statistics in evaluating empirical evidence. Topics include: the requirements for a statistical method to be valid, linear programming and a survey of operations research techniques. Prerequisites: Math 140-160.

453. Money and Banking (3).
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

454. Labor Economics (3).
Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economic implications of labor policy. Labor relations and the community.

455. Comparative Economic Systems (3).
Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

456. History of Economic Doctrine (3).
A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

458. International Economics (3).
A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

459. Senior Seminar in Economics (3).
Selected topics with small classes. Prerequisites: Economics 223-224.

460. Independent Study (3).
Offered with permission of department chairman.

TRUST

CLIFFORD MILLER, DIRECTOR

Requirements for a major in Trust management (BBA): Accounting 213, 214, 333, 334, Business Administration 200, 221, 222, 314, 336, 433, 435, Data Processing 225, Economics 223, 224, 453, Trust Mangement 330, 430, 431, 515, 530, 531, 532, 533, 535, 536.

330. Wills, Estates and Trusts (3).
A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a dispositive device. The planning and administration of property in estates and trusts.

430. Fiduciary Law (3).
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3).
A study of the field of investments; the securities markets; classes and characteristics of each; mathematics of investment; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 241, Corporate Finance 314.

515. Operational Functions of a Trust Department (3).
A study of organization staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals and maintenance of records. Prerequisites: Wills, Estates and Trusts 330, Fiduciary Law 430.

530. Fiduciary Law (3).
A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investment (3).
A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3). (New Business Development)
A study of the principles of interstate law, taxes and techniques of planning the dispostion of property by will and trust. Fields covered include wills, intervivos trusts, insurance trusts, pension and profit-sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of personal plan and will. Several cases are assigned for analysis and development of a plan and presented to live participants. Considerable emphasis is placed on new business develoment; postmortem planning. Prereqiusites: Fiduciary Law 530, Taxation 533.

533. Taxation (3).
A study of the basic principles and major problems of federal estate and gift tax laws in the light of the Tax Reform Acts. Some attention will be given the problems of local inheritance tax laws with particular attention to recent changes. Prerequisite: Taxation 333.

535. Estate Administration and Accounting (4).
A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of income tax and gift and estate tax returns, investment review, accounting procedures which requires the student to inventory assets, set up and operate a set of accounting ledgers and records for the discharge of fiduciary reaponsibility including postmortem planning; prepare all necessary court accounting, make final contribution per terms of the Last Will and Testament. One hour lab session follows each class period.

536. Qualified Retirement Plans (3).
A course designed to familiarize the student with the concept of IRS approved retirement plans, terms used in retirement planning and the basic concepts used in designing the two basic retirement plans—Defined Benefit Pension Plans and Deferred Profit Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over the semester course, students will develop a Corporate Retirement Plan. Administration, Investment Portfolio functions, reports and allocation of assets will be emphasized. Prerequisites: Taxation 333 and 533, Introductory Investments 431.

SECRETARIAL SCIENCE

111. Elementary Typewriting (2).
A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students, 35 words a minute.

112. Intermediate Typewriting (2).
Measurement of basic and production skills, with emphasis on letter, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

115. Beginning Shorthand (3).
The principles of Diamond Jubilee Shorthand are taught. Sufficient writing practice is given to develop a writing speed of 60 words a minute.

221. Advanced Typewriting (2).
Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

222. Advanced Typewriting (2).
Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; Accounting students, 55 words a minute.

331. Office Machines (2).
Speed and accuracy are stressed in the operation of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

5. Directory

TRUSTEES

Terms Expiring 1984

Mr. Raymond A. Bryan, Jr. ..... Goldsboro, North Carolina
Mr. James F. Bullock ..... Fuquay-Varina, North Carolina
Reverend Russell Cherry ..... Lumberton North Carolina
Mr. L. George Frazier ..... Henderson, North Carolina
Mr. Robert B. Hall ..... Mocksville, North Carolina
Mr. Blanton A. Hartness ..... Henderson, North Carolina
Mr. Robin Whitley Hood ..... Benson, North Carolina
Mr. Fred R. Keith ..... St. Pauls, North Carolina
Mr. Billy T. Mobley ..... Hickory, North Carolina
Mr. Tom L. Rich ..... Fairmont, North Carolina
Mr. A. Lee Royal ..... Charlotte, North Carolina
Mr. Alfred Stancil ..... Rocky Mount, North Carolina

Terms Expiring 1985

Mr. James Austin ..... Clinton, North Carolina
Mr. Allen Bailey ..... Charlotte, North Carolina
Mrs. Lucille Ellis ..... Cary, North Carolina
Mrs. Clayton Fulcher, Jr. ..... Atlantic, North Carolina
Mr. Robert Hickman ..... Bladenboro, North Carolina
Mr. George McLaney, Jr. ..... Elizabethtown, North Carolina
Mrs. Hubert Phillips ..... Kenansville, North Carolina
Dr. P. C. Purvis ..... Fairmont, North Carolina
Mrs. George T. Scott ..... Selma, North Carolina
Reverend James Sides ..... Jacksonville, North Carolina
Mr. Harold Wells ..... Whiteville, North Carolina
Mr. William M. Womble ..... Sanford, North Carolina

Terms Expiring 1986

Mr. Charles L. Bridger ..... Bladenboro, North Carolina
Mr. Robert A. Harris ..... Eden, North Carolina
(To be Designated Later)
Mr. Bobby Murray ..... Raleigh. North Carolina
Mr. Ray Myrick ..... Greensboro, North Carolina
Mr. Earl Ryals ..... Greensboro, North Carolina
Mr. J. Leon Rumley ..... Winston-Salem, North Carolina
Mrs. David Smith ..... Fayetteville, North Carolina
Mr. Dan E. Stewart ..... Raleigh, North Carolina
Mrs. Frederick Taylor ..... Vass, North Carolina

Mr. Ernest Thompson ..... Jacksonville, North Carolina
Mr. Henry B. Wyche ..... Hallsboro, North Carolina

Terms Expiring 1987

Mr. Woodrow Bass ..... Fayetteville, North Carolina
Dr. Paul Beavers ..... Apex, North Carolina
Reverend Jack F. Coffey ..... Raleigh, North Carolina
Mr. John T. Davis, Jr. ..... High Point, North Carolina
Mr. Sam Huffstetler ..... Burlington, North Carolina
Mr. Finley R. Johnson ..... Windsor, North Carolina
Mr. Clarence M. Kirk, Sr. ..... Wendell, North Carolina
Mr. Dick Parker ..... Smithfield, North Carolina
Mr. Milford Quinn ..... Warsaw, North Carolina
Mr. J. Brian Scott ..... Rocky Mount, North Carolina
Mr. Donald Sneeden ..... Wilmmington, North Carolina
Mr. Robert C. Soles, Sr. ..... Tabor City, North Carolina

ADMINISTRATION AND STAFF, Spring, 1984

Norman A. Wiggins ..... President
Ben C. Fisher ..... Assistant to the President
Fred McCall ..... Vice-President of Administration
Lonnie D. Small ..... Vice-President for Business and Treasurer
Jerry M. Wallace ..... Provost
Dean of the School of Arts and Sciences
Lorace Thomas ..... Director of Continuing Education and Graduate Studies
David McGirt ..... Registrar
Cliff Hood ..... Director of the Division of Admissions and Financial Aid
Winslow Carter ..... Director of Admissions
Robert L. King ..... Director of Guidance and Career Counseling
Philip Melvin ..... Dean of Men
Mrs. Sue Burgess ..... Dean of Women
Mrs. Cora Godwin ..... Director of Public Information
Philip Kennedy ..... Editor, **Prospect**
Horace Barefoot ..... Director of Alumni Affairs
Frank Upchurch ..... Director of Advancement
Milton L. Fisher ..... Director of Religious Activities
James D. Sistrunk ..... Director of Library Services
Wendell Carr ..... Director of Athletics
Dr. Randolph Doffermyre ..... Director Health Service Affairs
Graham Evans ..... Director of Health Services
Kenneth Barbour ..... Director of Food Services
Corbett Tart ..... Laundry Manager
Jim Kinard ..... Director of Physical Plant and Housing
Mrs. Phyllis Stephenson ..... Superintendent of Housing
Mrs. Eunice Stewart ..... Superintendent of House Keeping

Herbert H. Ennis ..... Director of Security and Traffic
Charles B. Howard ..... Director of Church Relations
Everett Williams ..... Director of Fort Bragg Campus

Associates

William D. Carson ..... Assistant Treasurer
Al Hardison ..... Assistant Comptroller
G. Leonard Johnson ..... Director of Corporate Relations
Wortham C. Lyon ..... Director of Estate Planning
David R. Cooke ..... Director of Computer Services
Mrs. Karen Spivey ..... Assistant Registrar
Todd Scarborough ..... Director of Service Enterprises
Mrs. Helen Sistrunk ..... Assistant to the Director of Library Services
Mrs. Karen Dickerson ..... Assistant Librarian
Mrs. Jean S. Allen ..... Part-time Assistant Librarian
Mrs. Hargrove B. Davis ..... Head Nurse
C. A. Upchurch ..... Manager of College Store
Mrs. Ruth Dixon ..... Associate Director of Food Services
Mrs. Billie Sawyer ..... Associate Director of Food Services
Mr. Ava Upchurch ..... Associate Director of Food Services
David Snipes ..... Director of Sports Information
Dan Ensley ..... Manager of Radio Station
John Keso ..... Assistant Financial Aid Director and Veteran's Affairs Coordinator
James S. Farthing ..... Graduate School Coordinator
Bobby Wicker ..... Associate to the Director of Admissions
Anthony Britt ..... Assistant to the Director of Admissions
David Webb ..... Assistant Director of Admissions
Kaye Duncan ..... Assistant Director of Admissions
Mrs. Terry Thomas ..... Residence Hall Counselor
Mrs. Josephine Gilliland ..... Residence Hall Counselor
Mrs. Laura Allard ..... Residence Hall Counselor
Mrs. Donna Stringfield ..... Residence Hall Counselor
Mrs. Trish Pierson ..... Residence Hall Counselor
Mrs. Becky Wroten ..... Residence Hall Counselor
Ms. Charlotte Johnson ..... Residence Hall Counselor
Ms. Lana Wagstaff ..... Residence Hall Counselor
Mr. Donald Marcari ..... Residence Hall Counselor
Mr. David McGirt ..... Residence Hall Counselor
Mr. Richard A. Wheeler ..... Residence Hall Counselor
Mr. Jay Wood ..... Residence Hall Counselor
Mr. Cecil Nance ..... Residence Hall Counselor
Mr. Val Vorisek ..... Residence Hall Counselor
Mr. Kelly Williams ..... Residence Hall Counselor

SECRETARIES AND OTHER OFFICE ASSISTANTS

PRESIDENT'S OFFICE : MRS. M.B. MATTHEWS, JR.
PROVOST'S OFFICE: MRS. J. HENRY SIMPSON, JR.

Division of Admissions and Financial Aid Office: Mrs. Betty Guido-Harrop, Mrs. Karen Hall, Mrs. Marlene McKinney, Mrs. Tiffiny Fox, Mrs. Lisa Dreano, Mrs. Pam Hilbish, Mrs. Laura Allard.

Registrar's Office: Mrs. Mary Campbell

Business Offices: Mrs. Marjorie Davis, Mrs. Judy Folwell, Mrs. Kathi Ennis, Mrs. Carolyn Jernigan, Mrs. Jackie Matthews, Miss Ramona Tew, Miss Lana Wagstaff, Mrs. Hazel Weaver, Mrs. Margie Whittington, Mrs. Jean Whitmore, Mrs. Elsa Sears, Mrs. Denise Cox, Mrs. Rhonda Nale, Mrs. Billie Jean Harvell, Mrs. Janet Gauldin, Mrs. Tonya Grimes, Mrs. Frances Gregory, Mrs. Susan Sammons, Mrs. Jean Martin, Mrs. Carolyn McLeod.

Institutional Advancement Offices: Mrs. Hazel Byrd, Mrs. E.H. Lasater, Jr., Mrs. Donna McLamb, Mrs. Joan Grimes, Mrs. Milton J. Stephens, Mrs. Betty Sullivan, Mrs. Lewis Snipes.

Library: Mrs. Eula Upchurch, Mrs. Rosalie Ferrell, Mrs. Christine Matthews, Mrs. Sherry Spell, Mr. Donald Strother, Mrs. Tracey Reardon, Mrs. Doris Tyson, Mrs. Kelly Odom, Mrs. Teresa Johnson, Mrs. Vicky Grady, Mrs. Carol Ann Jones, Mrs. Pat Harmon.

Student Personnel Offices: Mrs. Violet Lee, Mrs. Elaine Karr

Marshbanks Dining Hall: Mrs. Rhonda Williams

Plant Maintenance: Miss Jean Gainey, Mrs. Jean Kellams

FACULTY

Norman Adrian Wiggins, President—B.A., Wake Forest University; LL.B., ibid.; LL.M., Columbia University; School of Law; J.S.D., ibid.; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount N.C., 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, ibid., 1957-1962; Professor of Law, ibid., 1962-1967; General Counsel, ibid., 1964-1967; President, Campbell University, 1967—

Ben C.Fisher, Assistant to the President and Part-time Visiting Professor in Religion—A.B., Wake Forest; M.Div., Andover-Newton Theological School; LL.D., Campbell University; D.D., Wake Forest University; D.Lit., Mercer University; D. Lit., Grand Canyon College; Campbell University, Spring, 1980—

Jerry M. Wallace, Provost—B.A., East Carolina University; B.D., Southeastern Baptist Theological Seminary; Th.M., ibid.; M.S., North Carolina State University; Ed.D., ibid.; Associate Professor of Sociology, Campbell University part-time, 1970-1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, ibid., 1975-1981; Dean of the University and Director of Graduate Studies, ibid., 1981-1983; Provost, ibid., 1984- ; Campbell University, 1970—

Robert L. Agnew, Assistant Professor of Biology—B.A., North Texas State University; M.A., North Texas State University; M.A., ibid.; Graduate Student, Florida State University; Ph.D., North Texas State University; Campbell University, 1980-1981.

Daniel R. Allemeir, Part-time Instructor in Business—B.S., United States Military Academy; M.S.B.A., Boston University; J.D., McGeorge School of Law; Campbell University, 1983—

Charles A. Allen Jr., Tyner Professor of Religion—B.A., Wake Forst University; B.D., Southeastern Baptist Theological Seminary; Th.M., ibid.; Ph.D., Southern Baptist Theological Seminary; Campbell University, 1982—

James H. Allen, Assistant Professor of Military Science—B.S., Eastern Michigan University; M.S., North Carolina State University; Campbell University, 1983—

Merle Elizabeth Alvey, Part-time Instructor in English—B.A., Sam Houston State Teachers College; M.A., The University of Mississippi; Campbell University, 1979-1982.

Deborah Ezzell Anderson, Part-time Instructor in Chemistry Laboratory—B.S., Campbell University, 1979-1982.

John S. Ayers, Part-time Instructor in Business Education—B.S., University of North Carolina; M.B.A., East Carolina University; Campbell University, 1983—

Harold C. Bain, Associate Professor of Mathematics—B.A., Atlantic Christian College; M.A., George Peabody College; Graduate Student, North Carolina State University; Campbelll University, 1957—

Elizabeth McMillan Bean, Director Academic and Career Guidance, Title III and Part-time Instructor in English—B.S., Wake Forest University, M.Ed., Campbell University; Campbell University, 1981-fall, 1982.

Burr W. Beard, Part-time Instructor in Communications—B.A., University of Pittsburgh; graduate student, University of North Carolina at Chapel Hill; Campbell University, 1983—

L. Stanford Beard, Professor of Biology—B.S., Furman University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, 1961—

Christine Hudson Beasley, Associate Professor of Business Education—B.S., East Carolina University; M.A., ibid,; Campbell University, 1969—

Stephen L. Berry, Part-time Instructor in Government—B.S., Brigham Young University; J.D., ibid.; Campbell University, Spring, 1983—

Lawrence Black, Part-time Instructor in Government—B.A., Earlham College; M.A., East Carolina University; Ph.D., Tulane University; Campbell University, Spring, 1983—

Sue Teachey Bowden, Assistant Professor of Natural Sciences—B.A., Meredith College, M.A.T., University of North Carolina at Chapel Hill; Ph.D., ibid., Campbell University, 1977-1983.

Ossie M. Bowen, Part-time Instructor in History—B.S., University of Corpus Christi; M.S., Texas A. & I.; graduate student, University of Florida and Florida Atlantic; Campbell University, 1983—

Stephen Reed Bowers, Part-time Instructor in Government—B.A., University of Tennessee; M.A., ibid.; Ph.D. ibid.; Campbell University, Spring, 1983—

William E. Bowers, Instructor in Physical Education and Health—B.S., Campbell University, M.Ed., Campbell University; Campbell University, 1981—

Alexander Roman Burkot, Provost Emeritus; Professor of Modern Languages—B.A., Dickinson College; M.A. University of North Carolina at Chapel Hill; Graduate Student, University of Berlin, HH.D., Elon College, 1967; Head of Modern Languages, Campbell College, 1935-1961; Dean of Men, ibid., 1936-1947; Dean. ibid., 1944-1973; Vice President, 1968-1973; Provost, 1973-1979; Campbell University, 1935-

Eric Brodin, Burrows T. Lundy Professor of the Philosophy of Business—B.A., San Francisco State College; M.A., University of California; Ph.D. (Doctorate Sciences Polique), University de Geneve, Switzerland; Campbell University, 1980—

Carolyn E. Bunting, Associate Professor of Education— B.A., University of North Carolina at Greensboro; M.Ed., Duke University; D.Ed., ibid.; Campbell University, 1977—

Francis P. Butler, Part-time Instructor in Government—B.A., Middlebury College; M.A.-Middle East, University of Utah; M.A.-Political Science, ibid.; Ph.D., ibid.; graduate student, Campbell University; Campbell University, 1983—

Stuart R. Byham, Instructor in Drama—B.A., University of West Florida, M.F.A., University of Alabama; Campbell University, 1981-1983.

Gaston Evon Calvert, Associate Professor of Education—B.A., Jacksonville State University; M.A., University of Alabama; Ed.D., ibid.; Campbell University, 1970—

Thomas R. Cannon, Assistant Professor in Military Science—B.A., Campbell University; Campbell University—Spring, 1982—

Wendell L. Carr, Associate Professor of Health and Physical Education—B.S., Wake Forest University; M.A., East Carolina University; Graduate Student, Indiana University; Campbell University, 1974—

Eunice C. Charles, Part-time Instructor in Government—B.A., Boston University; A.M., ibid.; Ph.D., ibid.; Campbell University, Spring, 1983—Fall, 1983.

Vincent H. Chase, Instructor in Economics—B.S., Fayetteville State University; M.B.A., Campbell University; Campbell University, Spring, 1981-

Doris Mary Christian, Professor of English—B.A. (with honors), St. Hugh's College, University of Oxford; B. Litt., ibid.; M.A., ibid.; Campbell University, 1962-1982.

Betty Jo Clary, Associate Professor of Physical Education—B.S., Western Carolina University; M.Ed., University of North Carolina at Greensboro; Campbell University, 1976—

Sarah V. Clere, Assistant Professor in English—B.A., University of North Carolina at Chapel Hill; M.A., University of Virginia; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1980—

Thomas A. Clere, Part-time Instructor in English—B.A., Franklin College, M.A., University of North Carolina at Chapel Hill; graduate student, ibid.; Campbell University, Fall, 1981.

Larry E. Cockerham, Associate Professor in Biology—B.S., Wake Forest University; M.S., North Carolina State University, Raleigh; Ph.D., ibid., Campbell University, 1981—

Michael Glenn Cogdill, Associate Professor of Religion—B.A., Mars Hill College; M.Div., Southeastern Baptist Theological Seminary; D.Min., ibid., M.S., North Carolina State University; Campbell University, 1978—

Bruce R. Cogossi, Assistant Professor in Military Science—B.S., Bucks County Community College, Newtown, Pennsylvania; Campbell University, Spring, 1983—

George Collins, Part-time Instructor in Accounting—B.S., University of North Carolina, Chapel Hill; graduate student, Campbell University School of Law; Campbell University, Spring, 1982-Spring, 1983.

Sharon A. Collins, Part-time Instructor in English—B.S., East Carolina University; M.A., ibid,: Campbell University, 1980-1982.

Raymond L. Conley, Part-time Instructor in English—B.A., Park College; M.A., Northwestern University; Campbell University, 1977-1982.

David R. Cooke, Part-time Instructor in Data Processing—B.A., Tufts University; M.C.S., Rollins College; Campbell University. Spring. 1980—

Larry L. Critcher, Assistant Professor of Military Science—B.A., Methodist College; Campbell University 1982—

Jack R. Dauner, Part-time Instructor in Business Education—B.S.C., University of Iowa; M.S.C., St. Louis University, Ph.D. ibid.; Campbell University, 1979-

Betty M. Davenport, Assistant Professor of Education—B.A., University of Massachusetts; M.A.T., ibid.; M.Ed., University of North Carolina at Chapel Hill; Ph.D. ibid.; Campbell University, Spring, 1981-

Henry E. Dickerson, Part-time Instructor in English—B.A., North Carolina State University; M.A., ibid.; graduate student, University of North Carolina at Chapel Hill; Campbell University, 1983—

Jan Dunlap, Part-time Instructor in Business Education—B.S., University of California; M.S., New York University; graduate student, North Carolina State University; Campbell University, 1981—

H. Wayne Dunn, Part-time Instructor in Religion—B.A., Campbell University; M.Div., Southeastern Baptist Theological Seminary; Campbell University, 1983-1984.

Lefflett Teed Easley, Jr., Assistant Professor of Social Science—B.A., Newberry College; M.Ed., University of North Carolina at Chapel Hill; Graduate Student, ibid.; Campbell University, 1959—

Arthur R. Echerd, Jr., Part-time Instructor in History—B.A., University of North Carolina at Chapel Hill; M.A. ibid.; Candidate Ph.D., ibid.; Campbell University, 1980-1981.

Clyde C. Edgerton, Associate Professor of Education—A.B., University of North Carolina at Chapel Hill; M.A.T., ibid.; Ph.D., ibid.; Campbell University, 1977—

Cenieth Catherine Elmore, Associate Professor of Music—B.M., University of North Carolina at Greensboro; M.M., University of North Carolina at Chapel Hill; M.A., ibid.; Ph.D., ibid.; Campbell University, 1963—

Daniel R. Ensley, Part-time Instructor in Communications—B.A., Campbell University; Campbell University, 1979-

Steven Howard Everhart, Assistant Professor of Biology—B.S., University of North Carolina at Wilmington; M.S., North Carolina State University at Raleigh; Graduate Student, Cornell University, University of Virginia; Campbell University, 1980—

David Harold Fairris, Part-time Instructor in Business—B.A., Washington University; M.A., Duke University; Campbell University, 1979-1983.

Conrey D. Flowers, Part-time Instructor in Data Processing—B.S., Campbell University; Graduate Student, North Carolina State University; Campbell University 1972-1979; 1983—

Thomas H. Folwell, Jr., Associate Professor of Business Administration—B.A., Guilford College; M.A., Duke University; Campbell University, 1983—

Rebecca B. Frank, Part-time Instructor in English—B.A., University of Iowa; Ed.S., ibid.; M.A., ibid.; Campbell University, 1983—1984.

John Albert Freeman,* Professor of Psychology—B.A., Ouachita College; Th.M., Southern Baptist Theological Seminary; M.A., Oklahoma State University; Ed.D., ibid.; Campbell University, 1956-1983.

Robert L. Freeman, Part-time Instructor in Business—B.S., Virginia Polytechnic Institute and State University; M.Acct.; ibid.; Campbell University, 1979-1981.

David B. Funderburk, Professor of History (SDIP Coordinator, Fall 1979-Fall, 1981)—B.A., Wake Forest University, M.A., ibid.; Campbell University, 1978-Fall, 1981; (on leave Spring, 1982-1985); 1978—

*Deceased August 3, 1983.

Harold Williams Funderburk, Jr., Associate Professor of English—A.B., Davidson College; Ph.D., University of South Carolina; Campbell University; 1978-1982.

Steven James Ganthner, Part-time Instructor in Natural Science—B.A., Rice University; M.S., University of Texas; Campbell University, 1981-1983.

Willard R. Garner, Instructor of Military Science—B.S., Campbell University; Campbell University, 1982—

Charles Martin Garren, Associate Professor of Education—B.A., Duke University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, 1978—

W. Conard Gass,** Professor of Social Sciences—B.A., Carson-Newman College; Th.B., Southern Baptist Theological Seminary; A.M., University of Louisville; Ed.D., Duke University; Campbell University, 1954-1982.

Margaret L. Giesbrecht, Assistant Professor of Education—B.S., Iowa State University; M.S., ibid.; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981—

William A. Glenn, Assistant Professor of Mathematics—B.A., University of New Brunswick; M.S., Virginia Polytechnic Institute; Ph.D., ibid.; Campbell University, Spring, 1982—

Douglas Paul Gordin, Instructor in Health and Physical Education—B.A., Ohio Wesleyan University; M.A., University of Alabama; Campbell University, 1980-1981.

Virginia B. Graham, Professor of English—B.A., University of Cincinnati; M.A., ibid; Ph.D., ibid.; Campbell University (Full-time, 1959-1980; Part-time, 1980-1981); 1959-1981.

Marie Whitford Gray, Associate Professor of Education—B.S., East Carolina University; M.A., ibid.; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1964—

Betsy L. Hamlet, Director of Basic Study Skills and Instructor in Basic English—B.A., University of Montevallo; M.A., University of Arkansas; Campbell University, Spring. 1980-1981.

Jerry Hartman, Part-time Instructor of Physical Education Activity Courses—B.A., Campbell University: Campbell University, 1981—

Bruce W. Harvey, Instructor in Geology—B.S., North Carolina State University, M.S., ibid.; Campbell University, 1976—

James G. Henderson, Part-time Instructor in English—B.A., Gettysburg College; M.A. Columbia University; Ph.D., Duke University; Campbell University, 1979-1982.

James D. Holland, Instructor in Military Science—Campbell University, Spring, 1979-1982.

**Deceased June 20, 1982.

Mark Hollingsworth, Instructor in Music—B.M., University of the Pacific; M.M. University of Wisconsin-Madison; Campbell University, 1980-1983.

Robert C. Hope, Professor of Geology—B.S., Duke University; M.S., North Carolina State University at Raleigh; Ph.D., University of South Carolina; Campbell University (on leave of absence Fall semester, 1973), (on leave 1983—1984); 1964—

William W. Horner, Associate Professor of Chemistry—B.S., University of North Carolina at Chapel Hill; M.A., ibid.; Ph.D., ibid.; Campbell University, 1980—

Susan Burnett Horton, Associate Professor of Music—B.M., Westminster Choir College; M.M., ibid.; Campbell University, 1955—

Koleen Haire Huggins, Associate Professor of Social Science—B.A., Duke University; M.A., ibid.; Ph.D. ibid.; Campbell University (Part-time 1967-1969; 1972, 1977; Full-time 1981-1983) 1967-1983.

Glenda Averette Hughes, Part-time Instructor of Music—B.A., Madison College, Madison State University; M.M., Memphis State University; Campbell University, 1983—

Clarence C. Hundley, Jr., Instructor in English—B.A., Campbell University; M.A., Old Dominion University; Campbell University, 1980—

Dava C. Hurd, Part-time Instructor in Chemistry Laboratory—B.S., Campbell University; M.Ed., ibid.; Campbell University, 1980-1981.

Robert D. Jones, Part-time Instructor in Accounting Laboratory—B.S., Campbell University; Campbell University, 1980—Fall, 1981.

Christopher T. James, Part-time Instructor in Geology—B.S., Campbell University; graduate student, West Virginia University; Campbell University, 1983—

James M. Jung, Professor of Chemistry—B.S., Davidson College: M.Ed., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, 1962—

Philip Kennedy, Associate Professor of English—A.B., Fairmont State Teachers College; M.A., West Virginia University; Campbell University, 1955-1960; Director of Public Information Office and Editor of **Prospect**, 1955-1980; Editor of **Prospect**, 1980—

Herbert V. Kerner, Professor of Military Science—B.A., St. Benedict's College; M.A., Appalachian State University; Campbell University, 1982—

B. Donald Keyser, Howard Professor of Religion—B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; Ph.D., ibid.; Campbell University, 1961—

Catherine Campbell King, Associate Professor of Home Economics—B.A., Meredith College: M.S., University of North Carolina at Greensboro; Campbell University, 1952-1956; 1961—

Carolyn G. Kinnes. Instructor in Biology—B.S., Salisbury State College; Ph.D., Duke University, Campbell University, 1980-1981.

Scott L. Kinnes, Jr., Part-time Instructor in Biology—B.S., Belhaven College; M.F., Duke University; Graduate Student, ibid.; Campbell University. Fall, 1981.

Robb Tyson Koether, Assistant Professor of Mathematics—B.S., University of Richmond; M.A., University of Oklahoma; Ph.D., ibid.: Campbell University, 1977-1981.

Calvin L. Koonce, Jr., Instructor in Physical Education Activity Courses—B.S., Campbell College; Campbell University, 1979—

Julius Larry Kopec, Assistant Professor of Military Science—B.A., West Virginia University; M.Ed., Campbell University; Campbell University, 1978-1981.

Faik A. Koray, Part-time Instructor in Business—B.A., Bosphorus University; M.A., ibid.; M.A. Duke University, graduate student, Duke University, Campbell University, 1983—1984.

David P. Koston, Instructor in Military Science—Campbell University, 1983—

Cathy Cranford Lane, Instructor in Art—B.S., Appalachian State University; B.A., Appalachian State University; M.A., Florida State University; M.F.A., University of North Carolina, Greensboro; Campbell University, Spring, 1984—

Perry Q. Langston, Professor of Religious Education—B.S., Clemson College; M.R.E., Southwestern Baptist Theological Seminary; D.R.E., ibid.; Graduate Study, University of Michigan; Campbell University, (Full-time, 1950-1981; Part-time 1981-) 1950—

Harry E. Larche, Professor of Health and Physical Education—B.S.E., Arkansas State University; M.S.Ed., University of Mississippi; P.Ed.D., Indiana University; Campbell University, 1975—

Melinda S. Lassiter, Instructor in Home Economics—B.S., East Carolina University; M.S., ibid.; Campbell University, 1976—

Kathleen Lee, Part-time Instructor in Physical Education—B.A., Appalachian State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1979—

Daniel A. Linney, Associate Professor of Speech and Dramatics—B.A., University of North Carolina at Chapel Hill; M.A. ibid.; Campbell University, 1959—

Frances Lynch Lloyd, Assistant Professor of Health and Physical Education—B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1955—

Gloria Flake Lockerman, Assistant Professor of Business—B.B.A., Wake Forest University; Campbell University, 1965-1967; 1977—

Press Maravich, Athletic Consultant and Associate Basketball Coach—B.A.Ad., Davis and Elkins College; B.S., ibid.; M.S., University of West Virginia; Campbell University, 1982—

Dean M. Martin, Associate Professor of Religion-Philosophy—B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Graduate Student, Duke University and University College of Swansea (Wales); Campbell University, 1974—

James D. Martz, Instructor in Speech and Dramatics - B.A., DePauw University; M.F.A., University of Georgia; Graduate Student, Butler University; Campbell University, 1983—

Benjamin J. Matthews, Instructor in Education—B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Campbell University, 1980-1981.

Pearle K. McCall, Assistant Professor of Biology—B.S., Lenoir Rhyne College; M.ED., University of North Carolina at Chapel Hill; Campbell University, 1961—

Christine Wilder McKenzie, Instructor in Music—B.M., Augusta College; M.M., University of South Carolina; D.M.A., Southern Baptist Theological Seminary; Campbell University, Fall, 1981-Spring 1983.

Clifford R. Miller, Visiting Professor of Trust Education—B.S., North Central College; Investment Major Diploma, Stonier Graduate School of Banking, Rutgers University; M.B.A., Michigan State University; Fellow of the Financial Analysts Federation and North Carolina Society of Financial Analysts; Senior V.P. and Trust Office and Director, City Bank and Trust Company, Jackson, Michigan; Campbell University, January, 1971—

Wade G. Miles, Instructor in Mathematics—B.A., Tennessee Temple College; M.A., West Virginia University; Campbell University, Fall, 1981.

Dean A. Minix, Associate Professor of Government—B.A., Georgetown College; M.A. University of Cincinnati; Ph.D., ibid.; Campbell University, 1977—

Ralph W. Montgomery, Associate Professor of Music—B.M., Eastman School of Music, M.M., North Texas State University, Campbell University, 1972-1982.

Anne T. Moore, Professor of History—B.A. Westhampton College; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; M.Ed., North Carolina State University, Raleigh; Campbell University, 1962—

Timothy W. Morse, Instructor in Physical Education and Health—B.A., University of North Carolina at Chapel Hill; M.A., ibid.; Campbell University, 1981—

Shariar Mostashari, Part-time Instructor in Business Education—B.A., University of Iran, M.A., Western Michigan University; Ph.D., North Carolina State University; graduate student, Campbell University; Campbell University, 1982—

Edith C. Mulkey, Associate Professor of Business Education—B.A., Piedmont College; M.A., George Peabody College; Graduate Student, Bowling Green Business University; Campbell University, 1962—

Terry Lee Murphy, Part-time Instructor in Physical Education—B.S., Campbell University; Campbell University, 1981—1984.

Elijah L. Nelson, Associate Professor of Natural Sciences—B.S., East Carolina University; M.A., ibid.; Graduate Student; University of Colorado; (on leave of absence, 1962-1963); D.Ed., University of Sarasota; Campbell University, 1956—

Lawrence D. Nicholson, Assistant Professor of Business Education—B.S., Florida State University; M.B.A., Stetson University; Campbell University, 1982—

Lawrence R. Nicholson, Assistant Professor of Psychology—B.S., Wofford College; M.S., North Carolina State University at Raleigh; Graduate Student, ibid.; Campbell University, 1968—

Warren V. Noble, Associate Professor of Education—A.B., New York State College for Teachers; M.A., ibid.; Ed.D., Teachers College, Columbia University, Campbell University, 1977—

Dwight Lamar Norwood, Associate Professor of Business and Mathematics—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973—

David H. Parker, Part-time Instructor in Business Education—B.B.A., Campbell University; M.S., University of Virginia; Campbell University, 1980—

Donald N. Penny, Assistant Professor of Religion—B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, Spring, 1980—

Robert L. Perkins, Professor of Geology—B.S., West Virginia University, M.S., ibid.; Ph.D., ibid., Campbell University, 1965—

Max R. Peterson, Jr., Associate Professor of Chemistry—B.S., Campbell College; Ph.D., North Carolina State University at Raleigh; Campbell University, 1970—

Donald E. Phelps, Associate Professor of Modern Languages—B.S., Campbell College; Graduate Student, East Carolina University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1957—

William Roy Phelps, Associate Professor of Spanish—B.S., East Carolina University; M.A., ibid.; Graduate Study, Appalachian State Teacher's College, University of Arizona, University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell University, 1968—

Robert Neil Piper, Associate Professor of Music—B.S., University of Illinois; M.S., ibid., Ed.D, ibid;, Campbell University, 1968—

Rudolph A. Pitcher, Professor of Military Science—B.S., Cornell University; M.A., City University of New York; Campbell University, 1979-1982.

Solomon L. Pollack, Part-time Instructor in Mathematics—B.S., City College of New York; M.S., George Washington University; Graduate Student, American University, University of California; Campbell University, 1981—1984.

Martha Jo Porter, Part-time Instructor in English—B.A., Carson-Newman College; M.A., East Tennessee State University; Campbell University, Fall, 1983.

Thomas H. Poston, Assistant Professor of English—B.A., Davidson College; M.A., University of Maryland; Ph.D., University of North Carolina; Campbell University, 1980—

Vinton M. Prince, Jr., Part-time Instructor in Government—B.A., Guilford College; M.A., University of Virginia; Ph.D., ibid.; Campbell University, 1982—1983.

Elmer L. Puryear, Barden Professor of Government—B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, 1971—

William Craig Rabb, Jr., Assistant Professor of Art—B.A., University of Mississippi; M.A.E., University of Georgia; Graduate Student, Ohio State University; University of Georgia; Campbell University, 1975-1983.

Charles Raynor, Part-time Instructor in Physical Education and Health—B.A., Campbell University; M.Ed., ibid.; Campbell University, 1981-1982.

Douglas E. Reinhardt, Associate Professor of Sociology—A.B., Wake Forest University; M.A., ibid.; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1972-

Crystal Hearne-Reinoso, Part-time Instructor in Music—B.M., University of North Carolina at Greensboro; M.A., Eastman School of Music; Campbell University, 1982-

David D. Reynolds, Assistant Professor of Speech and Drama—B.S., East Tennessee State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1976-1981.

Thomas C. Richardson, Associate Professor of English—A.B., Davidson College, Graduate Study, Trinity College, University of Edinburgh; M.Ed., Duke University; Ph.D., ibid.; Campbell University, 1977—

Jack Riley,* Part-time Professor of Journalism—A.B., University of North Carolina at Chapel Hill; Campbell University, 1978-Fall, 1981.

Louie Rivers, Jr., Assistant Professor of Military Science—B.A., South Carolina State College; M.A., University of Florida; Campbell University, 1981-1984.

Danny Lee Roberts, Associate Professor of Health and Physican Education—B.S., Pfeiffer College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1963—

Jean Adair Robertson, Instructor in Basic Mathematics Study Skills—B.S., Pembroke State University; M.S., North Carolina State University at Raleigh; Campbell University. Spring. 1980-1982.

*Deceased October 4, 1981.

Ronnie Lee Ross, Instructor in Data Processing—B.B.A., Campbell University; Campbell University, June, 1980-1982.

Iris Gray Scarborough, Associate Professor of Music—A.B., Meredith College; M.A., George Peabody College for Teachers; Ph.D., Peabody College of Vanderbilt University; (on leave of absence Fall Semester, 1977); Campbell University, 1969—

Allen E. Schilpp, Visiting Professor of Trust Education—B.A., Haverford College: LL.B., University of Maryland; Senior Vice-President, Booke and Company; Campbell University, 1974-1983.

Elizabeth B. Schilpp, Part-time Instructor in English—A.B., Goucher College; Campbell University, 1979-1981.

Donald N. Schroeder, Associate Professor of Government—B.A., University of Illinois; Ph.D., Duke University; Campbell University. 1978—

Mabelle M. Segrest, Instructor in English—B.A., Huntingdon College: M.A., Duke University; Ph.D., ibid.; Campbell University, 1976-1983.

Carl S. Shabica, Part-time Instructor in Business—B.A., Hanover College; J.D., North Carolina Central; LL.M., University of Missouri; Graduate Studies, North Carolina Bar Foundation; North Carolina Academy of Trial Lawyers; Campbell University, 1977-1983.

Mary Bates Sherwood, Assistant Professor of Social Studies—B.A., University of North Carolina at Chapel Hill; M.Ed., ibid.; Graduate Student, ibid, Duke University, North Carolina State University at Raleigh; Campbell University; 1967—

Ellen Sikes, Associate Professor of Business Education—B.A., Limestone College; Graduate Student, Appalachian State University, Lenoir Rhyne College; East Carolina University; North Carolina State University; M.S., University of North Carolina at Greensboro; Campbell University. 1966—

Frances Simone, Part-time Instructor in English—B.A., Queens College; M.Ed., University of Florida; Ph.D., Duke University; Campbell University. 1980-1982.

James Dudley Sistrunk, Professor of Library Science—B.A., Baylor University; B.D., Southwestern Baptist Theological Seminary; M.Div., ibid.; B.S., in Library Science; North Texas State University; Graduate Student, University of North Carolina at Chapel Hill, Baylor University; Campbell University, 1964—

Deborah Skatell, Part-time Instructor in Geology Laboratory—B.A., Campbell University; Graduate Student, ibid.; Campbell University, 1980-1983.

P. J. Smith, Assistant Professor in Physical Education—B.A., North Carolina State University, Raleigh; M.A.T., University of North Carolina at Chapel Hill; Campbell University. 1978-1981.

William Gerald Smith, Assistant Professor of Physical Education—B.S., Campbell University; M.A., East Carolina University; Campbell University. 1980—

Eleanor J. Sorvari, Part-time Assistant Professor of Business—A.A., Monroe Community College; B.S., University of Rochester; M.S. ibid.; Campbell University, 1979-1981; 1982—1984.

John Edward Stamp, Jr., Instructor in Music—B.S., Indiana University of Pennsylvania; Graduate Student, State University of New York; M.M., East Carolina University; Graduate Student, University of Northern Colorado; Campbell University, 1982—

David M. Steegar, Associate Professor of Foreign Language—B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978—

William R. Stevenson, Instructor in History and Government—B.A., University of North Carolina at Chapel Hill; B.A., University of Massachusetts; M.A., East Carolina University; Ph.D., University of Richmond; Campbell University. 1983—

Dorothea L. Stewart, Associate Professor of English—B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University. 1960—

William C. Stone, Associate Professor of Music—B.M., Eastman School of Music, University of Rochester; M.M., ibid.; Graduate Student; Northwestern University; Campbell University. 1961—

William C. Strange, Visiting Professor of Trust Education—LL.B., George Washington University School of Law; LL.M., M.P.L., ibid.; B.C.S. Benjamin Franklin School of Accountancy; Member of North Carolina State Bar, admitted to practice before the United States Supreme Court; Campbell University, January. 1971—1984.

O. Theo Strum, Professor of Education—A.B., Elon College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill, Campbell University, 1976—

Vernon O. Stumpf, Professor of History—B.A., University of Southern California; M.A., ibid.; Ph.D., Duke University; Campbell University, 1966-1983.

Mircea Tatos, Part-time Instructor in English—B.A., University of Bucharest, M.A., ibid.; Campbell University, 1982—

Gary A. Taylor, Assistant Professor of Psychology—B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University. Campbell University, 1968—

Jerry Duncan Taylor, Professor of Psychology—B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University, 1968—

William H. Taylor, Instructor in Military Science—B.S., The Citadel; Campbell University, 1979-1982.

Glenn R. Thatcher, Instructor in Military Science and Physical Education—Campbell University, 1975-1982.

Wayne W. Thomas, Assistant Professor of Mathematics—B.S., North Carolina State University at Raleigh; M.S., ibid., Campbell University, 1959-1964; 1966—

Paula A. Thompson, Instructor in Biology—B.S., University of Mississippi for Women; M.S., Duke University; Campbell University, (Part-time, 1981-82; Full time, 1982-) 1981—

Janis Keen Todd, Assistant Professor of Mathematics—B.S., East Carolina University; M.A.Ed., ibid.; (on leave of absence fall semester, 1978); Campbell University. 1966—

Brant Tolsma, Associate Professor of Physical Education—B.S., Newark College of Engineering; M.S., University of Michigan; Ph.D., Indiana University; Campbell University, 1979—

Richard J. Treharne, Instructor in Military Science—B.S., Iowa State University; Campbell University. 1979-1982.

Leonore Doromal Tuck, Associate Professor of Home Economics—B.S.E., Radford College; M.S., University of Tennessee; Graduate Student, Cornell University, Virginia Polytechnic Institute: M.P.H., University of North Carolina at Chapel Hill; (on leave of absence 1966-1967); Campbell University, 1955—

William P. Tuck, Assistant Professor of History—B.A., Duke University; M.A., ibid.; Graduate Student, University of North Carolina at Chapel Hill; (on leave of absence 1965-1967); Campbell University, 1958—

Rufus Benton Turner, Professor of Education—B.S., North Carolina State University at Raleigh; M.A., ibid.; Graduate Student, East Carolina University; Ed.D., Duke University, 1966—

Victor S. Vance, Assistant Professor of Education—B.A., University of North Carolina at Chapel Hill; M.A.T., ibid., Ph.D., ibid.; Campbell University, 1981-1983.

Frank A. Vaughn, Assistant Professor of English—B.A., California State University; M.A. ibid.; Ph.D., University of California at Riverside; Campbell University, 1981—

Bayred O. Vermillion, Associate Professor of Business—B.S., Southwest Missouri State College; M.A., George Washington University; Graduate Studies, William and Mary, Boston University; Campbell University. (Full time, 1966-Spring, 1983; Part-time, 1983-) 1966—

Walter R. Wagoner, Part-time Visiting Professor of Sociology—A.B., Wake Forst College; B.D., Southern Baptist Theological Seminary; Th.M., ibid.; Ph.D., ibid; Graduate Studies, University of Louisville, Duke University, University of North Carolina; Campbell University. Spring. 1984-

Wanda Evon Watkins, Instructor in Health and Physical Activity Courses—B.S., Campbell University, M.Ed., ibid.; Campbell University, 1980—

W. Kenneth Wellmon, Part-time Instructor in Religion—B.A., University of North Carolina at Charlotte; M. Div., Southeastern Baptist Theological Seminary; Campbell University, 1982—1983.

Stephen H. Westbrook, Instructor in Geology—B.S., North Carolina State University; M.S., ibid.; Campbell University, 1976—

Dorothy Coleman Ramos Whitley, Associate Professor of English—B.A., University of North Carolina at Chapel Hill; M.A., ibid.; (on leave of absence 1969-1970); Campbell University, 1962—

Eugene Johnson Wilder, Instructor in Physical Education—B.A., Methodist College; Campbell University, 1977-1981.

James William Wilson, Associate Professor of Foreign Languages—B.A., Geneva College; M.A., University of North Carolina at Chapel Hill; Graduate Student, Vanderbilt University; Campbell University, 1977—

James E. Witherspoon, Jr., Instructor in Trust Management—B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983—

Marshall E. Woodall, Part-time Instructor in Business Law—B.S., University of North Carolina at Chapel Hill; LL.B., ibid,; Campbell University, 1966—

Roger W. Woodbury, Part-time Instructor in Psychology—B.S, East Carolina University; M.A., Columbia University; M.S., North Carolina State University; Ed.D., ibid.; Campbell University, Fall, 1983—

Jiehjou Joe Wu, Associate Professor of Business—B.A., National Taiwan University; M.A., University of Rochester; Ph.D., Southern Methodist University; Campbell University, 1977—

Janet Yarbrough, Instructor in Music—B.A., Duke University; M.M., University of Michigan; Campbell University, 1983—

Paul M. Yoder, Professor of Music—B.A., Goshen College; M.M., University of Wichita; Ph.D., Florida State University; Campbell University, 1961—

TUNKU ABDUL RAHMAN COLLEGE
KUALA LUMPUR, MALAYSIA

SCHOOL OF ARTS AND SCIENCE

FACULTY 1983-1984

Dr. Ng Lay Swee, Head of School of Arts and Science—B.Sc., 1963, Hanyang University, Singapore; Ph.D., 1968, McGill University, Canada; Campbell University, 1979-

Dr. Yap Sue Pin, Principal Lecturer (Chemistry)—B.Sc., 1961, Nanyang University, Singapore; M.SC., 1969, Waseda University, Japan; Ph.D., 1972, ibid.;Campbell University, 1979—

Dr. Tan Han Wan, Principal Lecturer (Chemistry)—B.Sc., 1964, Nanyang University, Singapore; M.Sc., 1968, University of Minnesota, U.S.A.; Ph.D., 1971, ibid.; Campbell University, 1979—

Dr. Ong Hock, Senior Lecturer (Mathematics)—B.Sc., 1966, Nanyang University, Singapore; M.Sc., 1969, University of Auckland, New Zealand; Ph.D., 1973 University of Toronto, Canada; Campbell University, 1979—

Dr. Lee Tack Wang, Senior Lecturer—M.A., 1968, Lancaster University, England; Ph.D., 1970, ibid.; Campbell University, 1979—

Dr. Cheng Su Chiau, Principal Lecturer (Biology)—B.Sc., 1963, Nanyang University, Singapore; M.Sc., 1965, University of Alberta, Canada; Ph.D., 1969, McGill University, Canada; Campbell University, 1979—

Dr. Chin Ting Yun, Senior Lecturer—B.Sc., 1961, Nanyang University, Singapore; M.Sc., 1964, University of Illinois, U.S.A.; Ph.D., 1970, ibid.; Campbell University, 1979—

Dr. Soon Ting Kueh, Senior Lecturer—B.Sc., 1972, Universtiy of Malaya, Ph.D., 1975, ibid.; Campbell University, 1979—

Dr. Lee Guat Lean, Senior Lecturer—B.Sc., 1969, University of Malaya; Ph.D., 1974, University of Georgia, U.S.A.; Campbell Unviersity, 1979—

Dr. Hong Nyi Seng, Lecturer—B.Sc., 1971, National Cheng Kung University, Taiwan; M.Sc., 1973, Imperial College, London; Ph.D., 1977, ibid.; Campbell University 1979—

Dr. Ng Ah Chin, Lecturer—B.Sc., 1974, University of Canterbury, New Zealand; Ph.D., 1976, University of Aukland, New Zealand; Campbell University, 1979—

Dr. Ng Kok Chin, Lecturer—B.Sc., 1974, University of Caterbury, New Zealand; Ph.D., 1978, ibid.; Campbell University, 1979—

Dr. Ng Poh Hau, Lecturer—B.A., Magna Cum Laude 1972, Dartmoth College, U.S.A.; M.Sc., 1975, University of Maryland, U.S.A.; Ph.D., 1979, ibid.; Campbell University, 1979—

Dr. Tan Hock Siew, Lecturer—B.Sc., 1974, University of Malaya; M.A., 1976, University of Rochester, N.Y.; Ph.D., 1980, ibid.; Campbell University, 1980—

Mdm. Leow Kim Choo, Lecturer—B.Sc., 1973, University of Malaya; M.Sc., 1975, ibid.; Campbell University, 1980—

Mdm. Lim Siok Wan, Lecturer—B.Sc., 1970, University of Malaya; M.Sc., 1972, McMaster University; Campbell University, 1983—

Mr. Ng Kwan Hoong, Lecturer—B.Sc., 1978, Universtiy of Malaya, M.Sc., 1980, University of Aberdeen, U.K.; Campbell University, 1983—

Miss Eleanor R.L. Tennakoon, Lecturer—B.Sc., 1980, University of Essex, Graduate Student, ibid.; Campbell University, 1983—

Miss Toh Lai Yee, Lecturer—B.Sc., 1982, Manchester Polytechnic, England; Campbell University, 1983—

Mr. Eng Chun Hoi, Lecturer—B.Sc., 1968, Nanyang University, Singapore; M.Math., 1970, University of Waterloo, Canada; Dip. Ed., 1973, University of Singapore; Campbell University, 1983-

Mr. Goh Kim Khai, Lecturer (Part-time)—B.Sc., 1975, University of London; M.B.M., 1980, Asian Institute of Management, Manilla; Campbell Universtiy, 1983—

External Examiners

July, 1983

Dr. Dwight Lamar Norwood, Associate Professor of Mathematics, Chairman (Mathematics)—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

Professor James Alexander Magowen, Dean of the Faculty of Science, Ulster Polytechnic (Physics) -B.Sc., London; M.Sc., Queen's University, Belfast; Ph.D., ibid.; Campbell University, 1979-

Dr. S. M. Brown, Director of Studies, School of Life Sciences, Ulster Polytechnic (Biology); Campbell University, 1979-

Dr. Matt J. Baille, Principal Lecturer, Ulster Polytechnic (Chemistry), Campbell University, 1983-

Faculty Emeriti

J. Delmer Ashworth, B.A., B.M., M.A.; English, 1962-1971
Muriel Martin Bagby, B.A., M.A.; Latin, 1952-1971

Elizabeth Britton, B.A., M.A.T.; Chemistry, 1955-1976; Fall, 1977
Millard R. Brown, B.A., B.D., A.M., TH.M., Ph.D.; Sociology, 1962-1980; P.T., Fall, 1982.
Doris Mary Christian, B.A., L.L.B., M.A.; English, 1962-1982
Edward Duvall, B.A., LL.B., M.A.T.; Mathematics, 1963-1971
Nancy Eliason, B.A., M.A.; Botany, 1959-1971
Albert Clarke Gaskill; B.S., C.P.A.; Business, 1965-1977
Virginia B. Graham, B.A., M.A., Ph.D.; English, 1959-1980, P.T., 1980-1981
W.S. Horton, B.S., M.A.; Education, 1965-1975
Charles Barrett Howard, B.A., D.D.; Bible, 1938-1959
Alma Sams Kennedy, B.A., M.A.; English, 1955-1978; P.T., 1978-1980
Charles E. Landon, B.A., M.A., Ph.D.; Business, 1965-1977
Hazel Matthews, B.A., M.A.T.; Biology, 1965-1977
Marceline L. Parker, B.A., M.A.; Education, 1962-1980
Mabel Powell, B.A., M.A., English, 1924-1967
Inez G. Sadler, B.A.; Business, 1955-1967; Director of Placement, 1964-1970
Willard S. Swiers, B.E., M.A., D.Ed.; Education, 1967-1976; P.T. 1979-1981
Myrtle Fuller Tillman, A.B., M.M.T.; Art, 1953-1958, 1962-1967
Amanda Martin Turlington, B.A., M.S.; Home Economics, 1936-1952
Frank E. Weyer, B.A., M.A., Ph.D., Education, 1961-1971

DIVISION CHAIRMEN

Fine Arts Division ..... Dr. Paul M. Yoder
Humanities Division ..... Dr. Dean M. Martin
Mathematics and Science Division ..... Dr. James M. Jung
Professional Programs Division ..... Dr. O. Theo Strum
Social Science Division ..... Dr Elmer L. Puryear

DEPARTMENT CHAIRMEN

Biology ..... Dr. Larry E. Cockerham
Chemistry and Physics ..... Dr. James M. Jung
Education and Psychology ..... Dr. O. Theo Strum
English and Communications ..... Dr. Thomas C. Richardson
Foreign Language ..... Mr. Donald Phelps
Geology ..... Dr. Robert Hope
Government and History ..... Dr. Elmer L. Puryear
Home Economics ..... Mrs. Leonore D. Tuck
Mathematics ..... Mr. Harold C. Bain
Military Science ..... Lt. Col. Herbert V. Kerner
Music, Art and Drama ..... Dr. Paul M. Yoder
Physical Education and Health ..... Dr. Harry E. Larche
Religion and Philosophy ..... Dr. Charles A. Allen

Alumni Board of Directors, 1983-1984

President ..... Edgar A. Thomas, Jr. '71
Lexington, N.C. 27292
First Vice-President ..... Lewis E. Boroughs, '41
Greensboro, N.C. 27407
Secretary ..... Diamond J. Matthews '65
Buies Creek, N.C. 27506
Second Vice-President ..... Marietta G. Watson '51
Sanford, N.C. 27330

Local Chapter Presidents, 1983-1984

Alamance ..... The Rev. Thomas M. Gaskins '77
Charleston, S.C. ..... Dr. Ernest M. Walker '62
Cumberland County ..... D. Kim Johnson '75
Durham-Orange County ..... Jim R. Jackson '67
Forsyth County ..... Paul McCraw '66
Granville County ..... Lois B. Currin '37
Greensboro ..... Henry Litchford '73
High Point-Lexington ..... D. Linwood Bunce, II '75
Mecklenburg-Gaston County ..... William C. Harpootlian '70
Helen C. Bigham '47
Philadelphia-New Jersey ..... Paul J. Harrell '39
Nash-Edgecombe County ..... Rosa P. Boseman '40
Richmond, Va. ..... The Rev. Wm. L. Ross '78
Robeson County ..... Mack S. Skipper '69
Southeastern ..... David P. Russ, III '69
Nancy D. Cherry '69
Tidewater, Va. ..... Betty Collins McKee '69
Peninsula, Va. ..... John Zelinsky '75
Wayne County ..... George Thigpen '69
Lewis J. Outlaw, Jr. '45

Representative-at-large

Terms expiring October, 1984

Stan Ingram, '70 ..... Asheville, N.C.
Lewis J. Outlaw, Jr. '45 ..... Goldsboro, N.C.
Jennifer C. Casey, '76 ..... Whiteville, N.C.
W.C. Norris,' ..... Greensboro, N.C.
W.E. Julian. '49 ..... Fayetteville, N.C.
Jackie H. Stephenson, '60 ..... Leland, N.C.
Frances M. Roberson, '53 ..... Fayetteville, N.C.
E. Stanley Owen, '58 ..... Fayetteville, N.C.

Terms expiring October, 1985

Edward B. Titmus, ... Sutherland, Va.
Marietta G. Watson, '51 ..... Sanford, N.C.
Richard Gays, '66 ..... Summit, Pa.
Robbie L. Stone '66 ..... Raleigh, N.C.
Dr. Ernest M. Walker, Jr. '62 ..... Mr. Pleasant, S.C.
Douglas S. Fleming, '68 ..... Atlantic Beach, N.C.
James Turner, '65 ..... Greensboro, N.C.
Helen C. Bigham, '46 ..... Charlotte, N.C.

Terms Expiring October, 1986

William B. McIver, '36 ..... Greensboro, N.C.
Bobby Etheridge, '65 ..... Lillington, N.C.
Calvin S. Knight, '43 ..... Winston-Salem, N.C.
Archie Brigman ..... Falcon, N.C.
Dr. Carlton T. Mitchell, '41 ..... Winston-Salem, N.C.
Alvin D. Lewis, III, '71 ..... Fairmont, N.C.
Reginald Tucker, '69 ..... Yorktown, Va.
Melba L. Williams, '71 ..... Durham, N.C.

6. Historical Information

DEGREES AWARDED — FALL 1980

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

J. Randolph Doffermyre
Josiah D. Currin
Dale O. Steele

ASSOCIATE IN ARTS

Primitivo E. Aquino, Jr.
Timothy R. Brady
Clem Brown
Dennis C. Coulson
James Samuel Fann
James L. Greer Jr.
Gary Horace Layton
John Willis Luton
James Cornelius Mack
Jose Luis Perez Gonzales
Stephen J. Potell
Carlos William Rivers
Rene Marcel Robinson
Arlice Ray Shamlin, Jr.
William Pat Shanahan
Kevin Arthur Thompson
Paul J. Walsh
Dawn Elaine Walton
Larry Young Watson

BACHELOR OF HEALTH SCIENCE

Cheryl Jane Kapps
Nancy Langley Raynor

BACHELOR OF BUSINESS ADMINISTRATION

Julian Edmund Baker, Jr.
Homer Alvin Cates
Charles Kenneth Cook
Linda Marie Darocha,
Magna Cum Laude
Grady Wayne Denning
Larry Mitchell Epler
Jack Henry Fallin
Prentiss Alexander Frazier
David Courtney Godwin
Hildreth Calhoun Gore, Jr.
Priscilla Diane Hamilton,
Magna Cum Laude
Roger Murray Johnson
Michael Thomas Kennally
Richard Irvin Mauer
Kathy Marie Moore
E. Perry Morris, Jr.
Robert Newton Page, IV
Jacquelyn H. Pearce
Cum Laude
Clarence Gary Pyrtle
Cum Laude
Robert Eugene Rees
Isabelino Vazquez Rodriguez,
Magna Cum Laude
Maria Ofelia Sherrill
Cum Laude
John Lee Winston

BACHELOR OF MUSIC EDUCATION

Susan Carol Crittenden

BACHELOR OF SCIENCE

Treva Jane Barnes
Sara Elizabeth Beck
William Earl Bowers
James Stephen Brogan
Virginia Paulette Bugg
Daryn Anita Jung Bunce
Magna Cum Laude
Jan Favati Bunce
Magna Cum Laude
William Tillman Clarey
Grady W. Edwards
Candance Ree Farrell
Lori Leigh Foster
Cornell De-Adro Freeman
Hideyasu Fukuoka
Sallie Jane Gallagher
David Tulane Gough
Merle Elston Guyton, Jr.
Helen Thornton Harrington
Zsolt Haverland
Robin Brenna Hawley
James Nicholas Hefner
James Karl Hudson
Norman Lawrence Hulen,
Summa Cum Laude
Donna Mae Ingold
James Elex Jackson, Jr.
Robert D. John
Magna Cum Laude
Bruce Wayne Joyce
Pirooz Khalilian
Catherine Lynn Knowles
Cum Laude
Debra Lynn Mason
Kenneth Robert McDonald
Terri L. McIntyre
Magna Cum Laude
Kim Allan McIver
Cynthia McLamb
Katherine Melvin
John H. Morgan
Rhonda Barnes Nale
Cum Laude
Tara Barnes Powell
Ronald David Prevatte
Linda Camille Pugh
Kimberly Jewel Reynolds
Timothy Eugene Rogers
Farvardin Pirzadeh Savogy
Lynn Dwight Spaulding
Mary Jo Stallings
Magna Cum Laude
Ronnie Rex Stewart
Carol Corbitt Thompson
Robbin Gail Vereen
Randy Willis Walton
Daniel Thomas Watson
Margaret-Anne Wilkes
Cum Laude
William Frank Williamson III
John Shin Yu

BACHELOR OF ARTS

Charles Allen Admire
Randy Marrion Cowan
Robert Mitchell Dawkins
Cum Laude
Ricky Dwayne London
Ramon Terry Revilla,
Magna Cum Laude
John Timothy Roberson
Vivian Cooper Simpson
Raymond Jasper Touchton

MASTER OF BUSINESS ADMINISTRATION

John Gary Batchelor
Joseph Brum, Jr.
Vincent Hulst Chase
Robert Carlton Davis
Phillip Michael Floyd, Sr.
Douglas A. Hibbert
George D. Hovey, Jr.
David William McPherson
George Robert Micklow
Randolph Thomas Poore
David Harold Turlington

MASTER OF EDUCATION

Patricia Woodworth Byrne
Robert Truman Cherry, Jr.
Evans McNeill Clark
Jackie Woodrow Clark
Ruth Matthis Creech
with distinction
Jane Dickerson Herring
Vann Keith Martin
J. David McGirt
with distinction
Joyce Johnson McPherson
Shirley Fowler Moore
Barbara Jean Satterfield,
with distinction
Verlendia Ann Smith
Wanda Evon Watkins
Charles Edward White

SPRING, 1981

HONORARY DEGREES

Derek Sydney Birley
Doctor of Humane Letters
Dr. Denton Lotz
Doctor of Divinity
Joseph Branch
Doctor of Laws
W. Roger Soles
Doctor of Laws

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Marion L. Eakes
Terry Lynn Honeycutt

ASSOCIATE IN ARTS

Alexander A. Aller
Earl David Bogar
Wayne Allen Carriger
Mary Beth Foushee
Wade Franklin Gilliard
Julie Weatherly Jordan
Guy W. Kellam
John David Lindner
Calvin D. Mullins
Amaury Murgado
Roy S. Raby, Jr.
James Bernard Roth
Murray E. Small
William P. Stemac
Larry Y. Watson

BACHELOR OF HEALTH SCIENCE

Ray Arthur Drewry

BACHELOR OF MUSIC EDUCATION

Wanda Callicutt
Lawrence Russell Dixon
Mary Catherine Hartley
John Craig Laughton
Summa Cum Laude
Teresa Jo Lucas

BACHELOR OF BUSINESS ADMINISTRATION

Ali Afreshteh
Robert Arthur Alexander
Jerry C. Baird
Thomas William Bell

Alan Glen Billings
Timothy Reade Chambers
Antonietta Maria Coy
Raymond Lee Creekmore, Jr.
Emily Ann Dannelly
John Jason Dove
Cum Laude
Lis Joy Eaton
Cum Laude
Flynn Lee Edmundson
Donald Franklin Ferrell
Francis D. Fournier
Michael Ray Futrell
Summa Cum Laude
Kenneth Richard Garber,
Summa Cum Laude
Stephen Wayne Gaskins
Keith Paul Graybill
Brian Daniel Hartsell
Brett Drew Herrmann
Bruce Todd Herrmann,
Magna Cum Laude
Dale Corriher Johnson,
Summa Cum Laude
James Thomas Johnson, Jr.
Janet Georgette Johnson
Randall Milton Johnson
Marc Prevost Jones
Vickie Lynn Jones
Magna Cum Laude
Marvin Clinton Lackey, Jr.
Gregory Scott Lambert
Ricky Bryant Lancaster,
Summa Cum Laude
Mark David Larson
Albert Lockamy
James Dino Malone
William Leo Mayers
Max Craven McClellan II
Patricia Ann McLamb
Jan Carol McLeod
Samuel Henry McMahon III
Janet Lorraine Myrick
Rebecca Kay Naylor
Joseph Frederick Nehls
David Brian Oakley
Gloria Jean O'Brien
John Roberson O'Quinn
Tracy Carlton Qualls III
George Henry Sevier
Wendell Wayne Sloan
Steven Douglas Smith
Rebecca Lynn Sutton
Gregory Nathan Taylor
Jill Lanette Thompson
Roy Thrift
Brian Edward Upchurch
Michael Kirkman Wall
Edward Steven Walters
Kimberly Anne White
William Anthony Wilder
Horace Brock Williams
Mark Brian Williams

BACHELOR OF SCIENCE

Charles Reavis Adams
Alexander Charles Armstrong
Linda Ann Baker
Cheryl Katherine Barrow
Brenda Ann Bass
Beverly Underwood Best
Deborah Faye Black
Alan Jay Blake
Cum Laude
Verlene Blue
Elizabeth Richardson Botts
Clair Wright Brown
Rebecca Susan Brown
James Thomas Burnette
Cum Laude
Brooks Graham Byerly
Marshall Andrews Byrd
Mary Elizabeth Chaffin,
Summa Cum Laude
Melissa Carol Cowley
Pamela B. Cribb
Amy Rebecca Crutchfield
George Rufus Davis, Jr.,
Summa Cum Laude
Daniel Damon Duarte
Henry Osbourne Dunbar, Jr.
Lisa Marie Edwards
Van Wright Ellis
Melvin Jason Ezell
Cum Laude

Rosalyn Lucille Farthing
Brenda Sue Flora
Magna Cum Laude
Pamela Partin Fuquay
Carol Teresa Gay
Pamela Britt Giddens
Jocona W. Godwin
William Douglas Hall, Sr.,
Magna Cum Laude
Evelyn Carol Sykes Hancock,
Summa Cum Laude
Tammy Lee Harden
Diana Joy Haynie
Soudabeh Hodjatzadeh
Terry Lynn Huneycutt
Cindy Renee Jackson
Stanley Bruce Jarrell
Ethel Ann Gooch Johnson,
Magna Cum Laude
Ina Davis Johnson
Mitchell Lynn Johnson
Cum Laude
Nancy Lynn Johnson
Suzanne Elizabeth Johnson
Peggy Elaine Raynor Jones
Ghislaine Monique Keaton
Jeffrey Perry Keeter
Cum Laude
Wayne Allen Kinard
Raoulette Elizabeth Kopec
Janet Hope Lane
Emma Margarette Leary
Margaret Catherine Lee
Cum Laude
Doreen Lomas Leonard
Sharon Hamilton Lewis
Sidney Gray Little
Pamela Gale Lloyd
Cum Laude
Claude Preston Lockerman
Ann Victoria Martin
Frances Allison McDonald
Edna Desise McLamb
Debra Ann Mercer,
Magna Cum Laude
Billy E. Nale, Jr.
Sandra Kay Neaves
Magna Cum Laude
Kimberly Beth Noe
Cum Laude
Doris J. Matthews Olds
Vicki Lynn Oxendine
Michael Calvin Perry
Demps Pettway
Thi Hong Hoa Phan
Randall W. Powell
Steven Michael Purvis
James Roberts Reed
Virginia C. Reiner
Wallace Lynn Rigsbee II
Teresa Kay Rogers
Cum Laude
Elizabeth Ann Royal
Sharaeh Jamshidi Sadighi
Rebecca VanSice Schuyler,
Magna Cum Laude
Shelia Ann Shore
Alfred Bernard Shuford
Sherrie Ann Smith
Geneva Dianne Spell
Archibald Kelly Stanley, Jr.
Neil Wayne Stephenson, Jr.
Elaine Jeannine Strickland
Sondra Faye Strickland
Dale Allison Swenson
Mary Jewel Thomas
James Hunter Wade
Beverly Jean Warren
Brenda J. Watkins
Darla Frances Watson
David Lynn Webb
Norman Lee Webster, Jr.
Elizabeth Sue Welder
Geneva Barrow Wells
John Morgan Wells
Karen A. Whitfield
Effie Karen Wilder
Matthew Moran Williams
Jeffrey Joyner Winstead
Benny W. Woodard
George Stancil Yancey
Cum Laude

BACHELOR OF ARTS

Le Clair Allison
Summa Cum Laude
Crystal Cassandra Barnes
Reggie Robert Batts
George Franklin Brackman
Brian Keith Burwell
Jim Preston Cashwell
Joy Lynn Cole
Magna Cum Laude
Frances R. Dibisceglia,
Summa Cum Laude
Sharon Rose Dodson
Cum Laude
Paula Marie Duncan
Summa Cum Laude
Kevin Arthur Greene
Kenneth Ralph Heath
Cum Laude
Karen Rose Herring
Stanley David Hicks
Magna Cum Laude
Johnny Edward Long
Edith Meyers
Cum Laude
James Edward Painter
Teresa Lynn Reynolds
Jerry Douglas Shavers
Cum Laude
Dewey Clifford Simpson, Jr.
Ruth Ann Strickland
Cum Laude
Mechell Roberts Turner
Douglas C. Williams
Rickey Kentural Williams

MASTER OF BUSINESS ADMINISTRATION

Avery Ted Cashion III
Manley Hill Cosper III
Henri Hank Hurd
James W. Jackson
Jack Lindy Lewis

MASTER OF EDUCATION

Almond Scott Barefoot
Anne Sherrod Beal
Elizabeth McMillan Bean,
with distinction
Sara Teresa Smith Brown
Gregory Bruhn
Susan LLoyd Byerly
Dickey Ray Byrd
Martha Raye Carter
Joy Baker Davis
Susan Vandervort Mackey
Christalene Clark McDonald
Mary Nell McDuffie
Helen Lucas Miller
David Greene Mills
Mehdi Motazed Monajemi
Joseph Randolph Nunnery, Jr.
Georgia Gardner Poe
with distinction
Wanda Jane Priest
Jackie Tart Sistrunk

JURIS DOCTOR

Harold Franklin Askins
Ned Milton Barnes
Norman Alan Bennett
Gail Miriam Bodenstein
Carole Steven Carlton Brooke
Michael Cull Boose
James Michael Brown
Charles Franklin Caldwell
Henrietta Runyon Cannon
Elaine Folk Capps
Deborah Powers Carter
Warren Randolph Carter, Jr.
Leonidas McNeil Chestnut
David Christian Childers

George Russell Clary III
Gary Hamilton Clemmons
Joseph Henry Coffey, Jr.
Jesse Thomas Cox, Jr.
Tony Carlton Dalton
with distinction
William Alan Druschel
Bradley Arthur Elliott
Rhonda Hardy Ennis
Matthew Hall Fair
Charles Edward Floyd
Hugh Jerome Franklin
Robert Lee Freeman, Jr.
Richard Tatum Gammon,
with distinction
Charles David Gantt
Giacomo Giovanni Ghisalberti
Thomas Edward Grist
John Stacey Hair, Jr.
Fredric Clayton Hall
Charles Raymond Hardee
Pattie Owen Harper
with distinction
Richard Boyd Harper
with distinction
William Paul Harper, Jr.
John Mack Harris
Phillip Scott Hendrick
Roscoe Mourice Holland, Jr.
Michael Corey Hudson
Josiah Carl Hull, Jr.
George Lee Jenkins, Jr.
John Lacy Kelly
Reginald Brown Kelly
Laura Lea Kranifield
Richard Cavanagh McElroy III
James Keith McMillan, Jr.
Ronald Douglas McSwain
Stephen Ray Melvin
Hugh Calvin Mills
Robert Anthony Mineo
Elizabeth Berry Murphey
James Wilton Musselwhite,
with distinction
William E. Musselwhite, Jr.
Henry David Niblock
Reed Norman Noble
Robert O'Hale
John Howard Painter
Michael Alvin Paul
Risa Teresa Quinn
Annie Maynette Regan
Johnathan Laban Rhyne,
with distinction
Martha Jane Cameron Rhyne
Barbara Peters Riley
with distinction
Jesse B. Rouse III
Perry Renfrow Safran
Donald Joseph Scales
Howard Edward Singletary, Jr.
W. David Smith, Jr.
Dwight Wesley Snow
James Monroe Spiro
William Brantley Sutton, Jr.
Scott McDonald Taylor
James Quimby Wallace III
James Clifton Walsh
Lex Allen Watson II
with distinction
John Edward Way, Jr.
Jay Curtis Welch
James Thomas West
with distinction
David George White
Robert E. Winfrey
Dennis Talmadge Worley

SUMMER, 1981

HONORARY DEGREES

Roy Jordan Smith
Doctor of Divinity
Dr. Harris W. Dean
Doctor of Humane Letters
Dr. Gordon Wiles Sweet
Doctor of Humanities

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Annabelle Lundy Fetterman
Iris Jarvis Fulcher

ASSOCIATE IN ARTS

Roberto Pascua Andres
Jack Harold Cleghorn, Jr.
Roque Gonzalez III
William Daryl Greenroad
Thomas James Haines
Patricia M. Harris
Christopher A. Johnson
Janet Christine McGrant
George Nagai
Deborah Ann Stripling
Roger Dale Taylor
Jimmy W. Tiner
John Bradley Walsh
Michael R. Williams

BACHELOR OF HEALTH SCIENCE

Judith Sapp Stephenson

BACHELOR OF BUSINESS ADMINISTRATION

Saghi Afrashteh
Carl Randall Atkins, Jr.
Mark Edward Beasley
Michael Thornton Brittingham
Zacheus Harvey Daw III
Raymond Ernest Dion
Steven Glenn Dixon
Dana Craig Duckworth
Cum Laude
Eric Marshall Dziedzic
Constantinos Stavros Economou
Francisco Xavier Horcasitas
Frances Darlene Horton
Ronnie Louis Hurd
Michael Lynn Kelly
Joseph Daniel Lee
Cum Laude
Thomas Franklin Rose
William Gregory Sparks
Llewellyn DeLafette Thompson
Cary Steven Todd
Jeffery Wayne Tuton
Frederick Roland Wagner, Jr.
Alan Odom West
Mark Beal Winters

BACHELOR OF SCIENCE

Ali Solimani Abyaneh
David Claude Adams
Thomas Waldo Allen
Judy Phillips Billings
Marsha Lynn Britt
Sharon Ann Brown
Melinda Cherie Byrd
Dale Catherine Cameron
Margaret Ann Clay
Victoria Anne Cole
Walter Bruce Croy
Candace Joy Fulcher
Elizabeth Ann Hart
Cum Laude
Susan Annette Joyner
Theresa Carol McKee
Karen Laureen Monk
Pamela Ann Musselwhite
Norihiro Nakajima
Betsy Ann Peedin
Deborah Day Skatell
Linda W. Stewart
Wesley E. Taylor
Cum Laude
Stephen J. Torelli
Robert C. Vivian
Wanda H. Williams

BACHELOR OF ARTS

Primitivo E. Aquino, Jr.
Jeffrey Douglas Heath
Margaret Ausley Hinnant
Barbara Leigh Holeman
Deborah Dawn Minix,
Magna Cum Laude
Gary Lynn Payne
Summa Cum Laude
David Charles Wilson

MASTER OF BUSINESS ADMINISTRATION

Peter V. Astalos
Carl Vernon Carter
George R. Ferrell
Morris Clifford Herring, Jr.
Donald Bruce Holloway
Frank Thomas Jones, Jr.

MASTER OF EDUCATION

Barbara Tison Aultman
with distinction
Judy Carol Stallings Braswell
James Graham Britt
Karen Gail Chism
Steve Jeffrey Coats
Eileen Anne Coury
Jeri Alyce Fitzgerald
Clarisse Warren Gaddy
Rebecca Bass Garland
with distinction
Jane Bailey Gulledge
Charles Lowell Gunter
Steven M. Hauge
Renee Jarnstrom Holloway
Sandra Kay Howard
Elizabeth Harrelson Long
Martha Hessman McConnell
Cynthia Grey McClamb
Amelia Smith Merritt
Margaret Wallace Parrish
Herman Ray Phillips
Mariah Johnson Rabb
Lucinda Chappell Rannells
Charles Emory Raynor
Barbara Anne Richardson
Nancy Marie Roddy
Nora Helen McLeod Rogers
Yvonne C. Sanders
Beverly W. Saunders
Dewey Clifford Simpson, Jr.
Teresa Byrd Stewart
Katherine Poerschke Stillerman
D. Allen Strickland
Linda R. Tart
Tereisa Jean Thornton
Catherine Taylor Townson
Berta Carroll Vann
Jayne F. Day Vaughn
with distinction
Walter Talmadge Weeks, Jr.
Jerry Earl Whitaker
Joan Elizabeth Wimbish
with distinction

FALL, 1981

HONORARY DEGREE

Carolyn Weatherford, Doctor of Divinity

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

G.D. Danner
Judy Williams Southern
James P. Stovall

ASSOCIATE IN ARTS

Allen Rand Atkinson
Jerry D. Brown
William Lee Brown
Patrick Burke Deely
John Harris
John Martin Hough
Stanley Hudson
Karolyn H.Y. Ji
Elizabeth Ann Johnson
John W. Kress
Ruben Paul Maldonado
Charles Edward Marshall
Larry D. McCoid
Michael Kevin Nelson
Michael P. O'Dowd
Denzil Jack Parsons II
Barbara Gail Pittman
Martin James Ritchie
James Peter Shaw, Jr.
Maureen Cecilia Sment
Kevin Robert Smith
Norman David Somerville
John Wilton Stanley, Jr.
John E. Tate
Ronnie A. Vandyke

BACHELOR OF HEALTH SCIENCE

Judy Williams Southern

BACHELOR OF MUSIC EDUCATION

Donna Lynn McNeill

BACHELOR OF MUSIC

Anthony Thomas Eldridge

BACHELOR OF BUSINESS ADMINISTRATION

Fariba Afrashteh
Kenneth Rolf Anderson
Benjamin Earl Arnold
Willie Franklin Boone
Edwin James Boughter
Beth Ellen Brannan
Nancy J. Brown
Cum Laude
Eddy Lynn Buffkin
Danny Joe Chambers
William Harvey Cherry
John Straton Cloyd
Lee Morton Cooper, Jr.
Ralph Hill Dunn
Patricia Brown Garrett
Dan Michael Gray
Caroline Drake Harris
Robert Curtis Hickman, Jr.
Ronnie Elgin Howard
David Eugene Hudson
Gene A. Hudson
Keith Grimes Johnson
Tammy Loray Johnson
George Michael Langdon
David Kyle Martin
Katherine K. Meyer
Donna Ptasznik Peska
Hubert L. Pittman
Jeffrey Allen Rogers
John Charles Schumann
Debra A. Winstead
Harry Gregory Zandiotis

BACHELOR OF SCIENCE

Joel David Anderson
Alexander Charles Armstrong
Forrest Dale Barbour
William C. Beverly
Charles A. Blackwell
Phillip Davis Boykin
Barbara E. Bristow
Faye Christian Brown
Herbert W. Cannady, II,
Summa Cum Laude
Robert Russell Condrey
Beth Ann Corbett
William James Cox
Brian Steven Davis
Magna Cum Laude
Shelia Faye Dawson
Magna Cum Laude
Barbara Lee Dorsey
Vida - Fartash
Davis Edward Froeber
Robert Leon Hawks
Pamela Gail Holland
Cum Laude
Jennie Leigh Hughes
Bobby Clarence Hutson
Ijiomah Felicia Egeonu
Donna Keen Johnson
Summa Cum Laude
Frankie Carol Johnson
Moses Moke Kamai
Kenneth Dale Little
Summa Cum Laude
Karen Jean Melvin
Roy Fred Noble
Danny Wayne Poyner, Sr.
Rhonda J. Prince
Martha Hunt Puryear
James Keith Sellers
Joseph F. Shackelford, Jr.
Troy B. Sluder, III
Charlotte Hatchell Stephens
Joy Larraine Stone
Sharon Manning Turnage
Patricia Perez Villarreal
Martha Ruth Warren
Paula Marie Williamson

BACHELOR OF ARTS

Anthony Randolph Arnold
Cum Laude
Stephen Michael Buffkin
William Lewis Parker
Kathryn Lynn Robbins

MASTER OF BUSINESS ADMINISTRATION

George Cicero Fogle, Jr.
with distinction
Robert Alfred Garcia
with distinction
Timothy D. Gillette, Sr.
Lloyd Peyton Horne
Robert Dean Johnson
Robert Dwight Jones
Pichit Laosonthorn
Titus O. Lee
Susan Caldwell Pettit
Jamal Pournia
Donnie Lee Reaves

MASTER OF EDUCATION

Susan Keller Auman
with distinction
Janet Etheridge Bass
with distinction
Mary Ellen Bryant
Gloria Turner Childress
Charles C. Cottom

Jeffrey Douglass Glendening
with distinction
Julius L. Kopec
with distinction
Ray Neil Pope
John Shelton Steele, Jr.
Amelia Lynn Williams

JURIS DOCTOR

Edmond William Caldwell, Jr.
Margaret Rose Scott

SPRING, 1982

HONORARY DEGREES

Harold C. Bennett
Doctor of Divinity
Lim Khaik Leang
Doctor of Laws
James B. Hunt
Doctor of Laws

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

H. Cary Payne

RECIPIENT OF J.P. GARDNER SOCIAL SCIENCE AWARD

Judith Weeks Massengail

ASSOCIATE IN ARTS

Harry J. Bennett
Paul William Catton
Georgiana M. Faulkner
John E. Hawker
Regina Louise Peebles
Ralph H. Roberts
George Thomas Rodriguez III
Donald F. Snow, Jr.
Debby Lynn Willis

BACHELOR OF SPECIAL STUDIES

Randall Alan Roberts

BACHELOR OF MUSIC EDUCATION

Victor Wesley Tuck
Elizabeth Yvonne Wagner

BACHELOR OF MUSIC

John Exley Upham, Jr.
Magna Cum Laude

BACHELOR OF BUSINESS ADMINISTRATION

Terri Lynn Abbitt
Abdulaziz Yousef Alawwad
F. Mitchell Baiada
Lonnie Jackson Bass, Jr.
David Russell Bray
Jimmy Redding Bridges, Jr.
Dale Roland Carpenter
Bryan Gregg Chapman
Lacy Dean Chavis
Cum Laude
Leon Harding Christopher
Billy Johnson Clark, Jr.
Charles Wayne Dale
Joshua Gaylark Daniel
Glen Alan Davis
Joseph Pinkney Davis III
Sharon Esther Faircloth
Summa Cum Laude
Giles Barnes Floyd
Harold George Furr, Jr.
Phillip Alan Fusco
George Richard Goldian
Magna Cum Laude
Brenda Kay Graham
Louis Gene Graves
Steven Keith Grissom
Steve Odell Hardee
Beverly C. Holland
Sherry Ann Hooks
Summa Cum Laude
Douglas Leon Huff
Phillip Wayne Hunt
John Patrick Digan Jennings
Cum Laude
Lelia Cathryn Jernigan
Hilda Dianne Johnson
Cum Laude
Tammie Teresa Key
Elizabeth Bunting King
Magna Cum Laude
Edna Doris Kloppe
Cum Laude
Rupert Jackson Lackey, Jr.
Linda Heaster Lay
Charles McIntosh Leak
Walter David Lippard
Christopher Henry Lowery
Kerry Ann Mahoney
Ambrose Dale Massengill
Robert Jeffrey McDonald
Flonnie Sue McLamb
Cary Franklin McLeod
Michael Donald Murray
Edward Duran Nesbit
Jeffrey Allen Nethercutt
Sandra Lee Oliver
James Michael Person
Jeffrey Edward Prince
Summa Cum Laude
Charles Davis Rainey
Allison Layne Roberts
Andrew John Saliby
Denise Arnette Sessoms
James Peter Shaw, Jr.
Magna Cum Laude
Scott Allan Shemenski
Robert Clifton Spell
Vernon Kirkland Stewart
Diana Gray Strother
Michael David Thomas
Gary Allan Turnage
Ronald Franklin Turner
Anna Doris Tyson
Robert Francis Ventola
Paul A. Vidovich
James Merritt White III
Ashley Goodman Whittington
Dean Roy Wilkins
William Edward Williams, Jr.
Cum Laude
Donna Renee Yost

BACHELOR OF SCIENCE

Claude Brian Abate
Joe Carroll Alderman
Marilyn Gail Allen
Summa Cum Laude
Norris Collins Baker
Bernice Kay Barbour,
Magna Cum Laude

Rebecca L. Bass
Summa Cum Laude
Joyce Renee Baysden
Cum Laude
Marion George Bonucchi
Angela Bowen
Cum Laude
Rhonda Lynn Bullock
Graham Anthony Bunce
Catherine Helen Byrd
Rhonda Danette Cagle
Angela Vernon Christopher
William Nicholas Coats
Todd Eugene Corwin
David Richard Crumpler
Jerilyn Ann Dalton
Angela Dee Edge
Cum Laude
Barbara Jane Fields
Sara Elizabeth Gaddy
Brenda Arlene Garner
Thomas Bruce Grizzle
Cum Laude
Janet Gail Harper
Cheryl Lynn Healy
Magna Cum Laude
Laura Johnson Hinson
G. Edward Hodges
Barry Lynn Hoyle
Cum Laude
Wanda J. Hunt McLean
Denise Honeycutt Jackson
Cum Laude
Donna Lynn Johnson
Jo Ann Johnson
Katherine Tracie Joseph
Tana Adair Keaton
Sandra Dee Kelly
Elizabeth Jean Lamson
Charles Ramsey Lassiter
Durwood Mitchell Leggett
Magna Cum Laude
Janet Powell Little
Joseph Charles Little
Kathy Denise Little
Judith Weeks Massengill
Magna Cum Laude
Donna Kornegay Mitchell
Cynthia Elizabeth Moore
Sandra Lynne Mullins
Lynda Margaret Newkirk
Everette Snyder Newton
Perri Lynn Nunes
Magna Cum Laude
Chaterine Louise Olson
H. Cary Payne
Kathy Strickland Peede
Helen Hardwicke Pitts
Joseph William Powell Jr.
Sherri Anne Powell
William Dean Poythress
Joseph Procik, Jr.
Victor Ray Quick
Donna Marie Quinn
Randall Brian Radford
Sherry Nell Raynor
Cum Laude
Carolyn Elizabeth Reed
Donald Wayne Roberson
Elizabeth Dale Rogers
Tommy Edward Rowe
Richard Leroy Schofield
Kevin Herbert Sebold
Elizabeth Nell Small
Vanessa Anderson Smith
Rhoda Neal Spangler
Summa Cum Laude
Malcolm Russell Stout, Jr.
Frieda Reena Strickland
Robert Earl Tart, Jr.
Sheila Rose Tart
Ralph Eric Taylor
Linda Marie Tilley
Zane Kevin Tolliver
Karen Lynn Walder
Sherry Lynne West
Cum Laude
Joan Allgood Wicker
Cheryl Lynne Wilkie
Jean Wilson Williams
Tammy Rochelle Williams
Betty Mae Wright
Melissa Leigh Young

BACHELOR OF ARTS

Peggy Sue Barrett
Bobby Joe Brown
Bridget Lynn Byrd
Sheila Faye Calloway,
Summa Cum Laude
Robin Lynn Davidson
Sylvia Kaye Duncan
Karen Elizabeth Fairley
Lonnie J. Faucette, Jr.
Magna Cum Laude
Janet Jackson Godwin
Jerry Mel Hartman
Rose Marie Hunt
Summa Cum Laude
Jeffrey Alan Innis
Carl Gustaf Ivarsson, Jr.
Cum Laude
Scot Alan Marvin
Magna Cum Laude
Madeline Denise McLean
Sallie Hester Osborne
Cum Laude
John Nickolas Smith
David Calvin Southern
Nancy Jane Suggs
Sherry Lynn Tyson
Summa Cum Laude
Christopher Alexander Wroten

MASTER OF BUSINESS ADMINISTRATION

Earl Eugene Bain, Jr.
Warren D. Barker
Bonnie Sue Rucks Brandl
Rose Edward Brown
Larry Ray Chavis
William Ronald Chewning
David Eric Dozier
Wade Hamilton Godfrey
James Raymond Jackson
Paul G. Klover
John Edward Lee
Paul Richard Messier
Walapha Povaratanagoon
Ralph Sherwood Robins
Anthony Carson Sessoms
Suppaluck Sripirom
Richard James Treharne
with distinction

MASTER OF EDUCATION

Deborah Ann Autry
Martha Owen Badgett
Ann Tingen Denlinger
Joanne Wefers Dolton
Nancye Wilson Faircloth
Thomas Hershey Farmer
George Sterling Fowler
Alton William Hardison, Jr.
Janey Ruth Idell
Edward John Jackson
William Mitchell Jackson
Dora Huckabee Jernigan
Frances McPhail Keith
Lula Johnson Lewis
W. Michael Smith
Myra Rothwell Wallace
with distinction

JURIS DOCTOR

Sharon Kay Allen
Rose Johnson Anderson
Terrence Mitchell Bagley
Ricky Lee Barnes
Christopher Lewis Beal
Juanita Hatcher Blackmon
Benjamin Forrest Bowen
Barbara Diane Brady
Walter Brodie Burwell, Jr.
John Franklin Campbell
Burford Alva Cherry
Mary Elizabeth Cherry

Arvil Lee Collins
Janet Darline Copley
David Allen Craft
Roger L. Crowe, Jr.
Scotty Young Curry
Deborah Barrett Dantzler
Johnny R. Daniel
V. L. Dehart, Jr.
Constance Lee Floyd
George Edwin Francisco
John George Gietner Fuller
Dennis Wayne Gaddy
Kristin Bernhardt Godette
Dana Colin Hall
David Gardner Hammock
Gary Wayne Hardee
Kenneth L. Hardison
John Thadieu Harris III
Daniel L. Hawkins
Michael Walter Johnson
Janson A. Kauser
Clara Delores King
Rebecca Barr Knight
Thomas Karlton Knight
Franklin Fulton Lanier
Joseph Lester Ledford
Richard Douglas Lemmerman, Jr.
Tania Love Leon
Ron Karl Levy
Michael Eric Lynch
Barbara Sacco McClure
Edward Miller McClure, Jr.
William Austin McFarland, Jr.
Betty Strother Mann
Steven Rhea Medlin
Robert Hugh Miller II
David Roland Minges
James William Morgan
Linda Anne Morris
Patricia Ruth Moss
G. Patrick Murphy
Timothy Alan Noe
John Mahlon Phelps II
Henry Milton Pleasant
Norman Charles Post, Jr.
Michael Robert Mamos
Carrie Richardson Rawls
Jerry David Redfern
Willa Athena Redmond
Ronnie E. Rowell
Anne B. Salisbury
Michael Ferd Schilawski
James Lee Seay, Jr.
William H. Shepard III
Daniel Eugene Smith
Michael Conrad Smith
Robert Thomas Speed
Karin Lynn Stanley
Michael L. Stephenson
Ashley Hamilton Story
Richard Hill Sturtevant
Joseph Lindsey Tart
Garland Monroe Walder
John William Watson Jr.
Jo Ann Weaver
James A. Wellons
Jean Pendered Werner
David Charles Whilden
Charles Craig White
Donna L. Wilkins
Thomas John Wilson
Eddie Shelton Winstead III
Dal Floyd Wooten III
Elizabeth Anne Wyche
Mabel Shaw Yancey
Constantine Charles Zogzas

SUMMER, 1982

HONORARY DEGREE

William Graydon Tanner
Doctor of Humane Letters

ASSOCIATE DEGREE IN ARTS

Joseph Cavalluzzi
Juan Vicente Cuellar
David Michael DeNest
Robert C. Dodge
Eugene F. Feldman
Stanley Norman Grochowski, Jr.
Edward L. Kahalley
Stephen J. Lloyd
Johnny Ray Martin
Kevin Eugene McCall
Gene W. McGowan
Jeffrey M. Norris
William Joseph Pearson II
Katina Maria Roach
Kenneth R. Rowe
Steven Morris Walls
Raymond L. White Jr.

BACHELOR OF HEALTH SCIENCE

Amy Louise Duty
Janet Sue McMillan

BACHELOR OF SPECIAL STUDIES

Kenneth C. Fox

BACHELOR OF BUSINESS ADMINISTRATION

Glenda Ann Godwin Adams
Rhonda Jan Bonetto
Rex E. Brown
Karen Sawyer Cole
Michael Paul Conners
Dennis Charles Coulson
Marie Carlin Dailey
Cheryl Ann Davis
John Earl Gagan
Hubert Allen Godwin, Jr.
Cum Laude
Jacqueline Smith Hackney
Jimmie D. Huggins
Asghar S. Kaljahi
Dylana Charmae Lowery
Charles Edward Marshall
Roddney McCants
Richard E. Morris, Jr.
Mark Ernest Motteler
Pamela Sue Oyolo
Magna Cum Laude
Van Neill Peterson
Dorothy Draughon Rainey
Cum Laude
Michael O. Roberts
Arlice Ray Shamlin, Jr.
Summa Cum Laude
Wesley M. Spence
Carol M. Tuggle
Forrest Clay Vaughn
Magna Cum Laude
Paul J. Walsh
William King Whitescarver

BACHELOR OF SCIENCE

Deryl Flynn Bailey
Dianna Lynn Bissette
Edwin Gilbert Brandle, Jr.
Linda Marie Humphries Cody
Cathy Ann Cook
Brenda L. Courson
Summa Cum Laude
Ronald A. Curtis
Susan Gholizadeh
Johnny Mack Gibbs
Shahrzad Goodarzi
Robert David Hannon
Anna Hooks Hayes
Carol Ann Jenkins

Lisa Lewis
Joy Lynn McLamb
George Thomas Netherton
Sharyn McCarson Oakley
Alice Barefoot Parker
Magna Cum Laude

Wayne James Payne
Summa Cum Laude
Russell Hayden Scarborough
Charles Vincent Walters
James Andrews Whitfield

BACHELOR OF ARTS

Kaye Laura Adams
Claude William Allen III
Kennieth Sawyer Etheridge III
Cindy L. Gibbs
Robert Elliott Hayes

Geraldine Hyatt
Cum Laude
Alvin Ray Marguerat
David Paul Miller
Sirah Thomas Sullivan II
Mishelle Levon Williams

MASTER OF BUSINESS ADMINISTRATION

Wilbert Lee Bailey
Mabel May Fetterman

Vincent Lupo, Jr.
Ronald Louis Schutte

MASTER OF EDUCATION

Robert Apt
Linda Callis Bazemore
Frances Benditz Bennett
Phyllis Rowland Bennett
with distinction
Evelyn Benson Bonner
Martha K. Goodman Brock
with distinction
Janice Lee Rogers Burtner
with distinction
Tom A. Chapman
Linda Moxon Coye
Niles E. Compton, Jr.
Henry Beech Davis, Jr.
Vickie Price Davis
Robert Mitchell Dawkins
Anne Price Faulk
Lenora Anne Garrison
Louise Wampler Garrison
Carol Hunter Godfrey
with distinction
Ginger Lee Gold

Cecilia Wilkins Gregory
with distinction
John David Hannah
Mary Allen Hunter
Deborah Ann Jenkins
Kenneth John Jernigan, Sr.
Viola Lewis
Fay Miller McKethan
Arelina Norris McLeod
Sylvester Montgomery
William Emanuel Moore, Jr.
Laura Louise Reynolds Morris
Shannon Love Page
Pamela White Parten
Shelley Norris Praschan
Catherine Smith Smith
with distinction
Sara Anne Spencer
Larry Hillman Stone
Marilyn Vann St. Pierre
Carrie M. Teachey
Carolyn Jones Williams
Darlene Rose Williford

FALL, 1982

HONORARY DEGREE

Datrik Lee San Choon, Doctor of Laws

ASSOCIATE IN ARTS

Kimberly Dawn Barbee
Roger Ward Benner
Eric J. Carbonell
Richard A. Ford
Michael L. Hebblethwaite
Shahab Shammas Isfahani
Deborah A. Kinnerup
Almos Peter Kiss
Changiz Lahidji
Deborah Ruth Stewart Langdon
Frances Ann McQuade
Steven Charles Mehl
Harry James Norris
Regina Lynn Norris
Jane Humphries Parker
Donald Arthur Ross, Jr.
Timothy Raymond Skinner
Alan Dale Smigiel
Thomas San Nicolas Tanguileg
Anthony Charles Thomas III
Richard T. Vander
Geralyn Marie Warner
Emily Lou Weaver
Marjorie J. Wheatley
Alexander T. Zmijewski

BACHELOR OF HEALTH SCIENCE

Henry Clay Aucoin

BACHELOR OF SPECIAL STUDIES

Roger Becenti
Steven Wayne McCartney

BACHELOR OF MUSIC

Teresa Brown Byrum
Anna Kay Manning

BACHELOR OF BUSINESS ADMINISTRATION

Earl David Bogar
Roger Scott Bothers
Frederick S. Byrd
Tammy E. Cagle
Harold Kinsey Cockman
Richard Arlen Cox, Jr.
Robin Patterson Davenport
Mark Edward DelaCourt
Lajeanne Renee Devaughn
Timothy H. Ennis
Debra Jo Martin Graham
Summa Cum Laude
Marsha June Hudson
Paul E. Hunsucker
Edward L. Kahalley
Joe Isaacs Marshall, Jr.
Betty Kay Cutler McCorquodale
Brian Edward Miller
Michael R. Norris
David Snyder Overton, Jr.
John Edward Page
Greta Loudarah Parsley
James William Powell
Ramesh Kumar Prasad
William Burton Ridge
Margaret Inez Rogers
Catherine Velvet Sealey
Melva F. Smith
Dana Charlene Styron
Summa Cum Laude
Bradley Scott Thorp
Ted Douglas Wilder
Jerome Womble

BACHELOR OF SCIENCE

Kimberly Denise Autry
Richard O'Neil Avery
Cindy Sue Parker Biggerstaff
Steven Douglas Bostic
Linda Ann Chandler
Myron E. Christiansen
Jan Teresa Darden
Patrick Coe Desmond
Richard Christopher Didlake
Bernard John Dougherty II
Wendy Sue Douglas
Felicia Gaye Faircloth
Susan Darlene Glosson
Sally L. Hair
Lori Beth Harkey
Ashley Margaret Henderson
Julie Bunch Hopf
Carl Michael Horrell, Jr.
Thad Alan Howard
Debra Kay Hunt
Shelia Gay Jackson
Wanda Ann Jackson
Magna Cum Laude
Debra Westbrook Johnson
Summa Cum Laude
Kenneth Lee Jones
Dayna Adrien Jung
Cum Laude
Lewis Haywood Keith
Kay Smith Laster
Rosemary Leimone
Cum Laude
Janet Louise Lytch
Samuel Lester Martin
Roy Dillard Mason, Jr.
Peter James Mills
Rhonda Susan Mueller
Cathy Sue Oliver
John Michael Parnell
Cyril Lloyd Payne
Karen Lynne Philpott
Robin Kaye Pridgen
Roy S. Raby, Jr.
Cum Laude
Tony Jay Sheets
Arthur Joseph Slavinski
Teresa Annette Smith
Magna Cum Laude
Lillian Katherine Stephenson
Roger Dale Taylor
Cashie Parrish Thomas
Joyce S. Tomlin

BACHELOR OF ARTS

Gordon Dean Beck
Jeroslav Bodlak
Andres Canales Reyes
Dale Emerson Childress
Magna Cum Laude
William Henton Denning
Jill Blanchard Johnson
Cum Laude
Ruben M. Silva
Ronald Dale Thompson
Cum Laude
William Craig Wells

MASTER OF BUSINESS ADMINISTRATION

Steve Arnold Baldwin
Dennis I. Bellefeuille
Daniel Boudreaux
Robert Wade Edwards
David Stanley Henemier
with distinction
Donnie Earl Peterson
Cecil Ray Register
Bruce Allen Sneddon
Robert Morris Straughan
Lois Pfeifer Thomson
Charleen Roberta Watkins
Terry Lynn Wiant
Albert E. Williamson

MASTER OF EDUCATION

Gloria Little Allard
Joanne Seay Byrd
Rodney E. Cogdell
Sue Booth Henderson
Richard Carroll Herring
Robert Dale John
Myra Beth Johnson
Debra Rose Moore
Pamela Harris Nicholson
Emily Wimberley O'Brien
with distinction
Frances Cornelia Senter
Betty Kathryn Simmons
Frances Jane Clark Snipes
Frank Richard Till
Debra Smith Vocke
Robert E. West

SPRING, 1983

HONORARY DEGREES

James T. Draper, Jr.
Doctor of Divinity
Forrest C. Feezor
Doctor of Divinity
John E. Lynch
Doctor of Laws

RECIPIENT OF ALGERNON SYDNEY SULLIVAN AWARD

Major Sam Byrd
Kelly Alexander Arp

ASSOCIATE IN ARTS

Chris L. Andrews
Robert W. Aslett
David Duane Baker
Harold Lewis Barber
Lillian Davis Blanchard
Gary Wayne Bragg
Janet Lynn Bloodworth
Timothy Buckholz
Mark Daniel Chapman
MeiBeck Lee Chung
Gregory Cinque
Madeline Yvette Colon
Gail E. Dausener-Smith
Alexander Phillip Delorey
Charles M. Dent
Ronald J. Devine
Mark William Doherty
Donald Gerald Gardner
Carol M. Grant
Rhonda Lynne Henderson
Charlotte Marie Hohenbrink
Tony James Hohenbrink
Jeffrey L. James
Mark Franklin Ketchie
Kevin Walter LaMere
Deborah L. Lee
Christopher R. LaFaive
Robert Joseph Milanak
Louis Richard Moore
Susanna Hope Murray
James Michael Patterson
Wayne Matthew Price
Charles Edwin Roberts, Jr.
Daniel D. Shine
Emmett Edward Slake
Janet Duncan Smith
Louis Armando Stiller
Claudia Mary Walsh
George H. Zaun

BACHELOR OF HEALTH SCIENCE

Lorraine Julie Treble

BACHELOR OF SPECIAL STUDIES

Lenwood Spells

BACHELOR OF MUSIC

Sarah Frances Campbell
Karry L. Godwin
Richard Mark Hoffman
Magna Cum Laude
Cynthia Lynette Long

BACHELOR OF BUSINESS ADMINISTRATION

James Marvin Abernathy, Jr.
Eric Arthur Adams
David Martin Barber
Susan Lee Barrett
Carol Charlene Bass
Teresa Murphy Beddingfield
Elizabeth Anne Bostic
Martha McLeod Britt
Anthony Wade Buffkin
William Lee Capacchione
Kelly Robert Carlton
Marsha Lorraine Cobb
Anthony Stuart Como
Susan Elizabeth Coone
Gary Anthony Cooper
Isaac Cortes, Jr.
Margaret Christine Cox
Cum Laude
Mary Ann Darroch
Ardis Lynn Davies
Peggy Arlene Edge
Shahrbanou Estakhry
Kenneth Murchison Frazier
Damian Tracy Freeman
Kenneth Blair Gentry
Lewis Carlton Gooding, Jr.
Mary Lynn Graham
Mary Kristin Hasty
George Davcid Heib, Sr.
Cum Laude
William M. Herr
Ronald Nelson Horne
Charles Martin Horwitz III
Dale C. Huberg
Terri Lynn Hull
Summa Cum Laude
Thomas Sherwood Jernigan
Patty Marie Johnson
Amy Jenette Langdon
Melissa Lynn Lawson
Magna Cum Laude
Doyle Palmer Ledford, Jr.
Doris Ann Lippard
A. Wayne McLeod
Keith Elwood Minster
John Dinwiddie Mobley, Jr.
Robert Earl Moore
Roy Henry Parker III
Eleanor Helms Pendergraft
Cum Laude
Susan Elaine Pettyjohn
Magna Cum Laude
George Damon Pope
William Barrett Powell
Stephen Lee Raper
Mark Lee Roberts
Cum Laude
Sandy Lee Sowerby
Terry Lee Spencer
Benton Lee Spiker
Anal Sherrill Stephenson
Grady O. Stephenson, Jr.
Ricky Marsh Stephenson
Mark Russell Stewart
Jane Ann Strickland
Kindy Lee Rose Stumpp
Magna Cum Laude
Abrbara Jewel Suggs

Tony Vann Sutton
Amelia Lynne Swanson
Camelia Faye Tew
Cum Laude
William Andrew Tullis
Michael Lee Turner
Ronald Curtis Watkins
Randy Earl Weaver
Douglas Ray West
Scott Larison Wilkinson, Jr.
Lora Ann Williams
Cindy Leigh Williford
Debby Lynn Willis
Cum Laude

BACHELOR OF SCIENCE

Karen Elizabeth Adcock
Ronald Bennett Ammons
Cum Laude
Anna Marie Andrews
Summa Cum Laude
Kelly Alexander Arp
James William Arp, Jr.
Linda Dee Austin
Alicia Elizabeth Baker
Cum Laude
Donna Applewhite Beck
Magna Cum Laude
Katherine Pruitt Belcher
Jeri Lynne Black
Clifton David Borrell
Ernest L. Breedlove, Jr.
Glenda Sue Bryan
Cum Laude
William James Cahill, Jr.
Mary Fulton Campbell
Lucinda Atkins Carlyle
Cathy Lynn Carter
Susan Diane Chatfield
Cum Laude
Helen Cheryl Clack
Pamela June Clark
Summa Cum Laude
Donna Thomas Crews
Kelly Fond Daughtridge
Summa Cum Laude
Varendee Garrett Davis
Summa Cum Laude
James Matthew Dawson
Candance Maureen Dickens
Cheryl Wooten Downing
Calvin Ray Edgerton
Sharon Elizabeth Edwards
Thomas Ray Ennis
Walter David Ezzell, Jr.
David Ross Farquharson
Carla Gay Floyd
Sandra D. Myer Fordham
Magna Cum Laude
Jill G. Glover
Summa Cum Laude
Rhonda Leigh Godwin
Christopher Edward Gordon
Donald Yates Gordon
Magna Cum Laude
Miranda Deekay Graham
Jo Ann Griffin
Napoleon Alberto Rodriguez-Gudiel
Robert Nelson Hall
Suzanne Renee Dolfini Ham
Stenen E. Hamel
Thomas Karl Heid
Lydia Givens Hiott
Avis Rose Holland
Michael A. Homan
Summa Cum Laude
Robert Charles Horvath II
Magna Cum Laude
Donald Stephen Howell
Kimberly Elise Inscoe
Brenda Sue Irek
Magna Cum Laude
Lewis Earl Johns
Angela Vic Johnson
Lisa Dianne Johnson
Elizabeth Fawntelle Lee
Donna Ann Lyon
Jaohn L. Madison, Jr.
Barbara Ann Markham
Ali Mobarhan Masoulkar
James Preston McAlister
Kathryn Gayle McFarland
Thomas Edward McLean
Rhonda Lynne Mofield

Dasie Joan Newton
Magna Cum Laude
John Gifford Nickerson
Marjorie Ann Norris
Carrie Elizabeth Owens
Benny Joe Phillips
Cum Laude
Mercia Lynne Pope
Bruce Alan Radford
Ralph H. Roberts
Julia Elizabeth Royal
Karen Lee Rudolph
Cum Laude
Holly Elizabeth Ryder
Susan Jane Sauer
Lisa Forehand Shearin
Mamie Ellen Smith
Rachel Lillie Smith
Gregory M. Spivey
Magna Cum Laude
Bonnie Jane Stanley
Sabrina Keam Stanley
Dorothy Hellen Stephenson
Anita Carol Tant
Nader Tavakoli Jalili
Elizabeth Lee Taylor
Magna Cum Laude
Mary Holland Trull
Celeste Gwendolyn Wescott
Summa Cum Laude
Susan K. White
Cum Laude
Harold Dale Willetts
John Wesley Woodard
Summa Cum Laude
Brian Joseph Zimmerman

BACHELOR OF ARTS

Rise Eden Adams
Cum Laude
Rennie Millard Adcock
Dale Somers Cain
Summa Cum Laude
Beverly Ann Cavenaugh
Magna Cum Laude
Melanie Hamilton Collins
Summa Cum Laude
Glen Cameron Currin, Jr.
Lawrence Joseph D'Amelio III
Donna A. Davis
Shirley Ann Dunn
Carol Ann Fore
Timothy Eric Fountain
Summa Cum Laude
Ellen Marie Gregg
Summa Cum Laude
Robin Rene Guin
Magna Cum Laude
Earl Carson Hancock, Jr.
Bonnie Lou Harrell
Summa Cum Laude
Joni Lynn Harrison
James Fredrik Hopf
Barbara G. Johnson
Cum Laude
David Losia Jones
Rodney Dexter Jones
Dinah Alexandria Kress
Summa Cum Laude
Raymond Eric Martin
Magna Cum Laude
Lisa Kay Lewis McLean
John Frank Oliver
J. Keith Reynolds
Summa Cum Laude
Scott Edward Rutter
Michael Jerome Sidberry
Mary Elizabeth Stevens
Annette Hall Tyson
Teressa Gail White

MASTER OF BUSINESS ADMINISTRATION

Joseph John Albert
Lawrence A. Barner, Jr.
Robert Carnes Browning
Bruce Austin Chase
William T. Clark, Jr.
Raymond Ernest Dion
Joe Temple Dunn
William Clyde Edwards
Marjorie Miller Grant
Harry F. Jobes
Jane Frances deChantal Maliszewski
David Bryan Oakley
Hugo A. Almodovar Ramos
Brenda Clark Rivers
Edward Lee Shelby
Collin Lee Sumrall
John Kennison Walker
Fred Alan Whitfield

MASTER OF EDUCATION

Carol S. Barber
William Earl Bowers
Jo Anne Britt
Brenda E. Brown
Marilyn Lynn Bryan
Virginia Turner Burnette
Louise Dickert Cooper
with distinction
Jane Gayle Godwin
LuAnn Harris
Willa Carmichael Harrison
Sammie James Heflin
John Milton McKoy
Lyndia Underwood McMillan
Carolyn Rich Moore
Betty Hill Morgan
Terry Lee Murphey
Claire Anderson Parham
Lavella Marie Register
John Dickson Alton Vaughn
Teresa Bell Vickers

JURIS DOCTOR

James R. Adams
John Julian Aldridge III
Stanley Lee Allen
Richard Charles Blanks
Charles Stuart Bloodworth
Mark Walter Braswell
Sarah Patterson Brison
Allen Credle Brown
Kyle Nelson Brown
John Tyler Burns
Richard Lee Buyrn
Ann Marie Comitta Calabria
Mark Timothy Calloway
Paul Truett Canady II
Richard Luby Cannon III
Roseanne Pipkin Carter
Christina B. Clapsaddle
with distinction
Thomas Hayes Clements, Sr.
William Harold Collier
George Lafayette Collins
Patrick Caryle Cork
William Robert Denning III
Robert C. Dortch Jr.
with distinction
Thomas Griffin Douglass
Albert Charles Ellis
with distinction
Kimberly Hayes Floyd
Mary Beth Forsyth
with distinction
James Durant Foster
Dennis Joel Franks
with distinction
George Joseph Franks
Debra Kay Gilchrist
Bradley Keith Greenway
with distinction
George Olin Hallman, Jr.
John Patton Hance
Homer Wyatt Hanna III
Larry Clayton Harris, Jr.

Cecil Stroud Harvell
Edward Watson Hedrick
Barbara D. Hollingsworth
Martha Carpenter Holmes
Reginald Gray Honbarrier
James P. Huffines, Jr.
John Randolph Ingram II
Catherine Dawn Israel
David L. Kennedy
Gilbert Russell Key II
J. Gregory Lawson
Vance Bradford Long
Martha Wray Lowrance
Gary Stephen Maines
Stephen Gray Marler
Frances Kate McNair Marsh
Lawrence F. Mazer
Sheila Kay McLamb
Cynthia Lynn McNeill
Robert Teynold Merhige III
Carol Vincent Miller
Peter Jon Miller
with distinction
James Battle Morgan, Jr.
John Francis Murano
John Jefferson Newton
Imelda Jean Pate
Robin Anne Perkins
Michael Kiah Perry
Cynthia McClellan Pittard
Kenneth C. Praschan
Francis B. Prior
Sandra Strader Pugh
Frederick Stephen Rogers
Hilton Lamar Ruth III
Randall Malloy Sauls
Deborah Ann Shandles
William Albert Sigmon
Jeffrey M. Simon-Seigle
Ben H. Sirmons, Jr.
Gregory Calvin Smith
Thomas Warwick Steed III
Rebecca Lynne Stevens
Philip Summa
Merinda Lee Swanson
Gene Bryson Tarr
with distinction
Ann Callison Taylor
Richard McAlpin Thigpen
Stephen Philip Vogel
Walter Samuel Weathers
Lyda Tyson Winstead
Ruth Catherine Stullken Witmer
Homer Neel Wright III

SUMMER, 1983

HONORARY DEGREE

Albert G. Edwards, Doctor Of Divinity

ASSOCIATE DEGREE IN ARTS

Jerome Andrew Carlson
George Turner Carr
Micheal John Darcy
Mark William Doherty
Patrick Henry
Wendell Lee Kopish
Michael Henry Lambert
Richard D. Lichtwardt, Jr.
Frank Gary Lund
Roosevelt McGriff, Jr.
Yoshiko Morimoto
Jose Rivera
David William Roberts
Charles A. Sanchez
Dianna Lynn Shamlin
Katharine W. Werner

BACHELOR OF HEALTH SCIENCE

Janet Lea Bass
Monique Renee Crevier
Mary Kay Grubb Grizzle

BACHELOR OF SPECIAL STUDIES

Melanie Starr Middleton

BACHELOR OF BUSINESS ADMINISTRATION

Taher Jassem Taher Al-Wazzan
Richard Causey Campbell
Elke Lorenz-Champion
Donna Rose Faircloth
Silas Keith Faulkner
Glenn William Fink
Kenneth M. Frazier
Peter Kevin Gemborys
Hughie R. Godwin II
Cynthia Lane Hardison
Blanton A. Hartness II
John Reed Keso
Philip William Lambert
Homer Eastwood McElroy
Nelson Nazario, Jr.
Duncan Black Parker, Jr.
Lester George Simmons
Robert O. Spicer, Jr.
Paul Gregory Stanton
Christopher Charles Teasley
Patrick Andrew Tulley
Jerry Daniel Willis
Barry Dean Woods
Tesfa Workeneh

BACHELOR OF SCIENCE

Trudy Elwanda Alston
David McKnight Bruner
Elvin Wayne Caviness, Jr.
William Thomas Collins
Steven Duncan Davis
Ricky Glen Flowers
James Edward Floyd
Lodis Butts Gauldin
George Timothy Hall
Ronda Sue Holland
James Daniel Johnson, Jr.
Janet Lynn Kirk
Vann Hilton Larimore
Summa Cum Laude
William Dale Lee
Rodney Melvin McGhee
Michael Louis McLean
Anna Maria Morelock
Lisa Anne Myers
Cum Laude
Thomas Charles Owens
Kirk Brown Pollard
John Edward Riddick
Franklin Lee Sandy
Kenna Lynn Scott
Clifford Tillman Smith
Sue Ann Stephenson
Cum Laude
Richard Aubrey Wheeler

BACHELOR OF ARTS

Cindy Gray Brock
Magna Cum Laude
Deborah C. Davis
Jane Denise Honeycutt
Johnnie Lee Jones
Susan Kay Nagel
Cum Laude

MASTER OF SCIENCE

Francisco Jose Alvarez
Robert H. Bates
Michael P. Bergman
Richard L. Bogusky
James Christopher Carter
Thomas G. Clark
Raul J. Colon
Albert J. Denys, Jr.
Roger H.C. Donlon
Ronald R. Duquette
with distinction
Joe Flavio Furloni
Max Lee Knight
William Lindsay Koob III
with distinction
Wayne Kent Maynard
Jere Steele Medaris
Johanna-Kristine Sherman
Dragan Stefanovic
with distinction
Emilio Iguasio Torres
Michael A. Via
Dewey D. Wheat, Jr.
William Zekas

MASTER OF BUSINESS ADMINISTRATION

Charles Edward Autry
Terry Elaine Brake
Dwight E. Davis
Mary Watson Edwards
Jerry Eli Godwin
Robert Hicks
Gary W. Hunt
Chantana Kanchanagama
Sirinan Kanchanagama
O. C. Lawrence
Donald Charles Lightfoot
with distinction
Charles Alden Love
Vernon Gary Magee
Doris Selene Peterkin
Ronald Lee Sulser
David Hyatt Thompson II
Raymond Lee Weathers, Jr.
Erwin Thompson Williams, Jr.

MASTER OF EDUCATION

Shenouda Shanoudy Abdel-Malak
Jesse Earle Adams
Terri Harrison Anderson
with distinction
Larry James Black
Clair Wright Brown
Joyce Stewart Bullock
Susan Hawley Cannady
Ronnie Chavis
Olivia Deloris Slaughter Chavis
Lee Roy Collier
Constance Metcalfe Cooley
Sherrie Horne Culbreth
Jeanne Ann Deschenes
Etheleen Speels Eason
Pamela A. Frederick
Deborah Brock Grady
with distinction
Debra A. Copeland-Glymph
Doris Patricia Holley Graham

Mary Ann Mason Henline
Beverly S. Holloway
Christine L. Kravet
with distinction
Daniel Robert Lawrence
Harold Wayne Lee
Linda Viser Lee
Robin Cannady Little
Lanette F. Locklear
Brenda Rosser Lyons
Beverly Ruth Massey
Glenda Araneta Massey
Richard Irvin Mauer
Maxine Greenfield McCoy
Mary Tonkins Mills
Dianne Lee Parker
with distinction
Susan Wilson Price
Joyce M. Rosser
Barbara A. Sledge
Jackalyn Ruth Smith
Benjamin Joseph Stewart
with distinction
Lillie Ballard Stokes
Drew Layne Van Horn
Charles Ralph Ward
Phylis Jackson Weeks
Shelia Fincham Wilson
Betty Mae Wright
Gail Lynch Zadell

Summary of Bachelor's Degrees Awarded

	Men	*Women*	*Total*	*Total*
May 31, 1963 through December 19, 1979	4853	2738		7591
May 12, 1980	101	82	183	7,774
August 2, 1980	27	12	39	7,813
December 17, 1980	52	34	86	7,889
May 11, 1981	98	94	192	8,091
August 1, 1981	33	24	57	8,184
December 18, 1981	46	32	78	8,226
May 10, 1982	93	88	181	8,407
July 24, 1982	35	28	63	8,470
December 12, 1982	50	41	91	8,561
May 9, 1983	91	109	200	8,761
July 23, 1983	40	19	59	8,820

REGISTER OF STUDENTS

Fall Enrollment, 1983

Classification	Men	Women	Total
Seniors	266	208	474
Juniors	232	155	387
Sophomores	239	194	433
Freshmen	483	295	778
	1220	852	2072

Fall Enrollment by States, 1983

Alaska - 1
Arizona - 1
Arkansas - 1
California - 2
Connecticut - 3
Delaware - 11
District of Columbia - 3
Florida - 33
Georgia - 5
Hawaii - 2
Illinois - 3
Indiana - 4
Kentucky - 1
Louisiana - 3
Maryland - 35
Massachusetts - 4
Michigan - 2
Mississippi - 3
New Jersey - 20
Ohio - 3
Pennsylvania - 10
South Carolina - 12
Tennessee - 2
Texas - 1
Virginia - 89
Washington - 1
West Virginia - 1
Foreign Countries - 63

Fall Enrollment by Counties, 1983

Alamance - 15
Anson - 1
Avery - 1
Beaufort - 4
Bertie - 5
Bladen - 25
Brunswick - 15
Buncombe - 4
Burke - 4
Cabarrus - 8
Caldwell - 2
Camden - 3
Carteret - 19
Caswell - 1
Catawba - 2
Chatham - 18
Chowan - 3
Cleveland - 6
Columbus - 23
Craven - 11
Cumberland - 260
Currituck - 4
Dare - 5
Davidson - 3
Davie - 2
Duplin - 31
Durham - 19
Edgecombe - 8
Forsythe - 27
Franklin - 5
Gaston - 5
Gates - 1
Granville - 14
Greene - 2
Guilford - 31
Halifax - 16
Harnett - 729
Haywood - 2
Hertford - 9
Hoke - 6
Hyde - 1
Iredell - 1
Jackson - 1
Johnston - 64
Jones - 1
Lee - 31
Lenoir - 14
Lincoln - 3
Martin - 7
Mecklenburg - 18
Montgomery - 7
Moore - 19
Nash - 13
New Hanover -35
North Hampton - 5
Onslow - 29
Orange - 8
Pamlico - 3
Pasquotank - 9
Pender - 12
Perquimans - 1
Person - 6
Pitt - 14
Randolph - 11
Richmond - 12
Robeson - 36
Rockingham - 3
Rowan - 4
Rutherford - 2
Sampson - 45
Scotland - 19
Stanley - 9
Stokes - 2
Surry - 4
Transylvania - 2
Union - 4
Vance - 9
Wake - 178
Warren - 1
Washington -8
Wayne - 30
Wilkes -1
Wilson - 35
Yadkin - 3

ACADEMIC CALENDAR

SUMMER, 1984

Summer School I, 1984

Monday, May 14	Registration
Tuesday, May 15	Classes Begin 7:30 a.m.
Friday, May 18	Last Day to Register/ Last Day to Drop-Add
Friday, June 15	Exams
Saturday, June 16	Grades Due, 8:30 a.m.

Summer School II, 1984

Monday, June 18	Registration
Tuesday, June 19	Classes Begin 7:30 a.m.
Friday, June 22	Last Day to Register/ Last Day to Drop-Add
Thursday, July 19	Exams
Friday, July 20	Grades Due, 8:30 a.m.
Saturday, July 21	Graduation, 10:00 a.m.

FALL, 1984

Fall Semester, 1984

Thursday, August 16	Faculty Orientation
Friday, August 17	Faculty Orientation
Monday, August 20	Registration
Tuesday, August 21	Registration
Wednesday, August 22	Classes Begin, 8:00 a.m.
Friday, August 31	Last Day to Register/ Last Day to Drop-Add
Friday, September 28	Last Day to Remove an "I"/ Last Day to Drop w/out a Penalty
Saturday, October 6	Homecoming
Wednesday, October 10	Md-Term - Begins 5:00 p.m.
Thursday, October 11	Mid-Term Holiday
Friday, October 12	Mid-Term Holiday
Monday, October 15	Classes Resume, 8:00 a.m. Grades Due, 5:00 p.m.
Monday, October 29	Advisement Begins
Saturday, November 3	Parents' Day

Friday, November 9	Advisement Ends
Thursday, November 22	Thanksgiving Holiday
Friday, November 23	Thanksgiving Holiday
Monday, November 26	Classes Resume, 8:00 a.m.
Friday, November 30	Reading Day
Saturday, December 1	Exams Begin
Thursday, December 6	Exams End
Friday, December 7	Grades Due, 12:00 Noon

SPRING, 1985

Spring Semester, 1985

Tuesday, January 8	Registration
Wednesday, January 9	Classes Begin, 8:00 a.m.
Friday, January 18	Last Day to Register/ Last Day to Drop-Add
Friday, February 1	Last Day to Remove an "I"/ Last Day to Drop w/out a Penalty
Monday, March 4	Mid-Term Holiday Begins Grades Due, 5:00 p.m.
Friday, March 8	Mid-Term Holiday Ends
Monday, March 11	Classes Resume 8:00 a.m. Advisement Begins
Friday, March 29	Advisement Ends
Monday, April 8	Easter Monday Holiday
Friday, April 26	Reading Day
Saturday, April 27	Exams Begin
Thursday, May 2	Exams End
Friday, May 3	Grades Due, 12:00 Noon
Sunday, May 5	Baccalaureate Service, 10:00 a.m.
Monday, May 6	Graduation, 9:30 a.m.

SUMMER, 1985

Summer School I, 1985

Monday, May 13	Registration
Tuesday, May 14	Classes Begin, 7:30 a.m.
Friday, May 17	Last Day to Register/ Last Day to Drop-Add
Friday, June 14	Exams
Saturday, June 15	Grades Due, 8:30 a.m.

Summer School II, 1985

Monday, June 17	Registration
Tuesday, June 18	Classes Begin, 7:30 a.m.
Friday, June 21	Last Day to Register/ Last Day to Drop-Add
Thursday, July 18	Exams
Friday, July 19	Grades Due, 8:30 a.m.

FALL, 1985

Fall Semester, 1985

Thursday, August 15	Faculty Orientation
Friday, August 16	Faculty Orientation
Monday, August 19	Registration
Tuesday, August 20	Registration
Wednesday, August 21	Classes Begin, 8:00 a.m.
Friday, August 30	Last Day to Register/ Last Day to Drop-Add
Friday. September 17	Last Day to Remove an I/ Last Day to Drop w/out a Penalty
Saturday, October 5	Homecoming
Wednesday, October 9	Mid-Term Begins 5:00 p.m.
Thursday, October 10	Mid-Term Holiday
Friday, October 11	Mid-Term Holiday
Monday, October 14	Classes Resume, 8:00 a.m. Grades Due, 5:00 p.m.
Saturday, November 2	Parents' Day
Thursday, November 28	Thanksgiving
Friday, November 29	Holiday
Wednesday, December 4	Reading Day
Thursday, December 5	Exams Begin
Tuesday, December 10	Exams End
Wednesday, December 11	Grades Due, 12:00 Noon

SPRING, 1986

Spring Semester, 1986

Tuesday, January 7	Registration
Wednesday, January 8	Classes Begin 8:00 a.m.

Friday, January 17	Last Day to Register/Last Day to Drop-Add
Friday, January 31	Last Day to Remove and I/ Last Day to Drop w/out a Penalty
Wednesday, February 26	Mid-Term
Monday, March 3	Mid-Term Holidays Begin Grades Due, 5:00 p.m.
Monday, March 10	Classes Resume, 8:00 a.m. Advisement Begins
Friday, March 28	Advisement Ends
Monday, March 31	Easter Monday Holiday
Friday, April 25	Reading Day
Saturday, April 26	Exams Begin
Thursday, May 1	Exams End
Friday, May 2	Grades Due, 12:00 Noon
Sunday, May 4	Baccalaureate Service, 10:00 a.m.
Monday, May 5	Graduation, 9:30 a.m.

SUMMER, 1986

Summer School I, 1986

Monday, May 12	Registration
Tuesday, May 13	Classes Begin, 7:30 a.m.
Friday, May 16	Last Day to Register/ Last Day to Drop-Add
Friday, June 13	Exams
Saturday, June 14	Grades Due, 8:30 a.m.

Summer School II, 1986

Monday, June 16	Registration
Tuesday, June 17	Classes Begin, 7:30 a.m.
Friday, June 20	Last Day to Register/ Last Day to Drop-Add
Thursday, July 17	Exams
Friday, July 18	Grades Due, 8:30 a.m.

1984 Calendar

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1985 Calendar

JANUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1986 Calendar

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell University, Buies Creek, North Carolina 27506:

Academic Affairs: Dean of the University
Advancement: Director of Advancement
Admissions: Director of Admissions
Alumni: Director of Alumni
Athletics: Director of Athletics
Business Information: Business Manager
Dormitory Assignments: Dean of Men, Dean of Women
Employment of Seniors: Director of Guidance and Career Counseling
Financial Assistance: Director of Admissions and Financial Aid
Married Housing: Director of Housing
Religious Activities: Director of Religious Activities
Scholarships: Director of Admissions and Financial Aid
Student Employment: Director of Admissions and Financial Aid
Summer Camps: Dean of Men
Transcripts and Records: Registrar
Veterans Affairs: Director of Veterans Affairs

Telephone

The Campbell University Exchange may be reached by calling Area Code 919-893-4111.

INDEX

Academic Calendar
Academic Program
Academic Regulations
Accreditation
Administration and Staff
Admissions Information
Advance Enrollment Deposit
Advanced Placement
Alumni Officers
American Studies Program
Application for Graduation
Art
Associate in Arts Degree
Auditing a Course
Bachelor of Arts Degree
Bachelor of Science Degree
Bachelor of Applied Science Degree
Bachelor of Health Science Degree
Biology
Bookstore
Calendar
CEP Attendance
Central Carolina Technical College
Chemistry/Physics
Class Attendance
Class Load
Classification of Students
Continuing Education and Graduate Programs
Correspondence Directory
Credit by Examination
Courses of Instruction
Data Processing
Dean's Honor List
Department Chairmen
Division Chairmen
Division of Fine Arts
Division of Humanities
Division of Professional Programs
Division of Math/Sciences
Division of Social Science
Drop-Add
Education
English
Eligibiity Regulations
Enrollment Statistics
Enrollment at Other Schools
Faculty
Faculty Advisors
Faculty Emeriti
Federal Grants and Loans
Financial Aid
Financial Information
Foreign Language
Fort Bragg Center
Fort Bragg Policies
General College Curriculum
General Requirements for Degrees
Geography
Geology
Government
Grades and Quality Points
Graduate Program
Graduation
Graduation in Absentia
Graduation with Honors
History
Historical Information
Home Economics
Honor Societies
Independent Study
Infirmary
Laundry and Dry Cleaning Service
Law School
Library
Linen Service
Lundy-Fetterman School of Business
Malaysian Program
Mathematics
Military Science
Music
Payment of Bills
Physical Education and Health
Police Science
Pre-Law
President's Honor List
Processing Fee
Purpose of Campbell
Psychology
Religion and Philosophy
Recommended High School Credits
Resident Status
Residence Halls for Men
Residence Halls for Women

Retention
ROTC
Scholarships
Sociology
Special Activities
Speech and Drama
State Grants and Loans
Student Handbook
Student Loan Plan
Study Abroad
Summer School Expenses
Terms of Payment
Transcripts
Transfer of Credit
Transfer Students
Trustees
Tuition and General Fees
Withdrawal from University
Withdrawal Refunds

CAMPBELL UNIVERSITY

1887-1987

"A Century of Vision and Service"

Celebrating the Past and Anticipating the Future!

Buies Creek, North Carolina 27506

Campbell University

College of Arts and Sciences
Lundy-Fetterman School of Business
School of Education

1986-1988

CAMPBELL UNIVERSITY BULLETIN 1986-88

Second Class Postage Paid at
Buies Creek, North Carolina 27506
Subscription Rate Free
Postmaster: For change of address, send Form 3579 to
Campbell University
Post Office Box 488
Buies Creek, North Carolina 27506

Admissions Catalog January (1)
Summer School Catalog February (2)
Law School Summer Catalog March (3)
Undergraduate Catalog March (4)
Law School Catalog October (5)
Graduate School Catalog November (6)

Volume LXXI No. 4

Campbell University reaffirms its standing policy of non-discrimination, in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, or handicap.

TABLE OF CONTENTS

WELCOME TO CAMPBELL 5

1. INTRODUCING CAMPBELL 7

Statement of Purpose 8

Brief History 9

Campus and Buildings 10

Accreditation 11

Faculty 11

Assets 12

Library 12

The Campbell University School of Law 12

The Lundy-Fetterman School of Business 13

The Campbell University School of Pharmacy 13

The Campbell University School of Education 13

Graduate Programs 14

Master of Education 14

Master of Business Administration 14

Master of Science in Government 14

Graduate Bulletins 15

Academic Calendar 15

Continuing Education and Off-Campus Programs 15

Fort Bragg Center 15

Central Carolina Technical College 15

Off-Campus Graduate Centers 16

Malaysian Program 16

Study Abroad Program 16

American Studies Program 16
Admissions 16
2. ACADEMIC REGULATIONS 21
3. FINANCIAL INFORMATION 35
Tuition and General Fees 36
Infirmary 41
Financial Assistance 43
Scholarships 48
Federal Grants and Loans 50
State Grants and Loans 52
Payment Plans 54
Endowed Scholarships 55
4. ACADEMIC PROGRAM 73
Degree Requirements 74
General Curriculum 75
Course Descriptions 81
College of Arts and Sciences 81
Lundy-Fetterman School of Business 146
School of Education 158
5. DIRECTORY 183
6. HISTORICAL INFORMATION 209
ACADEMIC CALENDAR 237
CORRESPONDENCE DIRECTORY 241
INDEX 242

WELCOME TO CAMPBELL

This catalog has been prepared to introduce you to Campbell University. Through it you will learn of the talented and friendly student body, high quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support the mission of Campbell and contribute to the fulfillment of its purpose.

As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States.

Selecting a quality university should include certain criteria:

A school where the individual counts. Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

Meaningful programs. With a tradition of academic excellence, Campbell readily introduces new programs which reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

A pleasant social and cultural environment. Campbell is a co-educational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic seaboard represented in the student body. Students from more than thirty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity of outdoor sports throughout the year.

As you look at Campbell University through a review of this catalog, compare it to your own personal expectations. If we are the university for you, let us hear from you; you are personally invited to visit the campus.

1. Introducing Campbell

CAMPBELL UNIVERSITY

STATEMENT OF PURPOSE

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of the intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist University affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the university endeavors to present Christian principles to students and to foster their application to daily life.

The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

Therefore, the mission of Campbell University, as a community of Christian scholars, is to:

Provide students with the option of a Christian worldview;

Bring the word of God, mind of Christ, and power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;

Transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;

Encourage creativity, imagination, and rigor in the use of intellectual skills;

Affirm the university's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;

Frame university teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever-changing social order;

Foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;

Equip students with superior vocational skills, productive insights, and professional integrity.

This university sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

BRIEF HISTORY

Ad astra per aspera

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of Reconstruction in the Old South, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds. Known as Buies Creek Academy, the school began with twenty-one students and grew slowly during the early years.

> "From the beginning his (Dr. James Archibald Campbell) passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."
>
> From Campbell College—Big Miracle
> at Little Buies Creek (1887-1974)
> Dr. J. Winston Pearch, Writer-in-Residence

In 1925, all the property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buie's Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate studies were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978 and the Master of Science in Government was established in 1982.

The Campbell University School of Law was established in 1976 and the Lundy Fetterman School of Business was begun in 1983. The School of Pharmacy was established in 1985 and the School of Education also in 1985.

In the nearly one hundred years of service, Campbell University has been served by only three presidents:

James Archibald Campbell	1887 - 1934
Leslie Hartwell Campbell	1934 - 1967
Norman Adrian Wiggins	1967 -

CAMPUS AND BUILDINGS

The University occupies a spacious 850 acre campus in the village of Buies Creek, located in Harnett County and equidistant from North Carolina's fast-growing metropolitan centers of Fayetteville and Raleigh. The location combines the advantages of accessible urban convience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged, it was, by 1896, inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building which was later used for classrooms, these structures were destroyed by fire. The burned buildings were replaced by Kivett Building, named for Z. T. Kivett, the builder, which was constructed between May 23, 1901, and November 2, 1903. The following buildings have been added: William Pearson Hall (1915), Carrie Rich Memorial Library (1925), D. Rich Memorial Building (1926), Music and Fine Arts Center (1947), Carter Gymnasium (1952), Leslie Hartwell Campbell Hall of Science (1961), J. Clyde Turner Chapel (1963), Campbell Home Management House (1965), Fred L. Taylor Hall of Religion (1973), Johnson Memorial Natatorium (1976), and Taylor Bott Rogers Fine Arts Center (1984).

In addition to the above-named buildings, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934), W. S. Britt Hall (1947), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), McLeod

Admissions Center (1967), James M. Shouse Dining Hall (1973), Page Welcome Center (1974), and the Campbell Laundry Building (1985).

The residence halls for men are: Joel G.Layton Hall (1923), J. F. Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Ernest P. Sauls Hall (1962), Bobby Murray Hall (1967), A.R. Burkot Hall (1973), Fred McCall Hall (1973), and Lonnie D. Small Hall (1973).

The residence halls for women are: M.C. Treat Hall (1913), William H. and Lula Bostic Jones Hall (1954), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), and the R.A. and Elsie Hedgpeth Hall (1967).

In addition to the above residence halls, the Unversity provides several housing facilities for faculty and married students. They are: Ellis Memorial Apartments (1957), Campbelltown Apartments (1959), Northeast Hall (1963), and East Hall (1969).

ACCREDITATION

Campbell University is accredited by the Southern Association of Colleges and Schools.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

FACULTY

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time approximately fifty percent of the faculty hold the doctorate degree.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

ASSETS

The University has total assets with a replacement value amounting to nearly $108,000,000 including endowment assets as of 1985 of approximately $19,000,000. Also included among its assets is Keith Hills, an eighteen hole championship golf course, completed in 1973, and named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms, and librarian's office. It has been expanded several times over in recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 160,000 volumes. Over the past several years the library has received many valuable collections.

THE CAMPBELL UNIVERSITY SCHOOL OF LAW

In July of 1975, following extended feasibility studies, the General Board of North Carolina Baptist State Convention approved establishment of Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The decision to establish the School of Law was not lightly made; it was made with the firm conviction that Campbell University School of Law and its graduates will help meet needs presently unmet, particularly in the Southeastern United States. Campbell University School of Law is not designed to be a law school that duplicates in every detail the emphasis and programs of existing law schools. Rather, its intention is to formulate a unique program, at a unique location, and to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell University School of Law is purposely a small law school, with ultimate plans to admit no more than 90 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student, and as a lawyer in any setting in which one chooses to practice.

Campbell proposes to educate lawyers who will be prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the counsellor.

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

In October, 1982, the establishment of the Lundy-Fetterman School of Business was announced. The Lundy-Fetterman School of Business was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of free enterprise, and Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

A distinctive purpose of the Lundy-Fetterman School of Business is the guiding light of the tradition of Campbell University as a distinctive Christian university and the belief that the free enterprise system has been the strength of the American economic system. Such a tradition and purpose continues to guide the development of the Lundy-Fetterman School of Business.

THE CAMPBELL UNIVERSITY SCHOOL OF PHARMACY

For the first time in nearly four decades, there is a new school for pharmacists in America; it was founded at Campbell University in 1985 and admitted its charter class in August of 1986. The school will confer the Doctor of Pharmacy degree upon students who complete its four-year professional program of classes, research, and internships. Entering students must complete at least two years of undergraduate work prior to beginning the pharmacy curriculum.
Because of Campbell University's unique location, its pharmacy program includes an unusually broad variety of pharmaceutical internship possibilities, to include major medical centers such as Duke, several Veterans Administration hospitals, international research companies in the Research Triangle Park, and innumerable practicing pharmacists and smaller hospitals and clinics all within an hour's drive.

Thus, graduates of the pharmacy school will be prepared to serve the region and the nation in active pharmaceutical practice and research in a broad variety of professional positions.

THE CAMPBELL UNIVERSITY SCHOOL OF EDUCATION

Recognizing that the education of teachers is vital to the life of our society and the preservation of the values of Western Civilization,

Campbell University, in late 1985, consolidated the related disciplines of education, psychology, sociology, military science, and home economics into a School of Education dedicated to intellectual development and professional preparation of young teachers. In addition to the basic process of preparing undergraduates for initial teacher certification, the school provides a quality program at the Master's level, and is developing sixth-year and doctoral programs for school administrators.

GRADUATE PROGRAMS

Master of Education (M.Ed.)

The graduate program in Education was begun in the summer of 1977 and now enrolls approximately 300 students. The major objective of the graduate program in Teacher Education is to provide an opportunity for persons in the field of education to pursue knowledge in their field and to improve their professional skills. Programs offered under the Master of Education umbrella include the following: Early Childhood Education, Intermediate Education, Physical Education, Science Education, English Education, Math Education, Social Science Education, Administration (Level 1), Curriculum Specialists (Level 1), Counselor Education, and Reading.

Master of Business Administation (MBA)

The graduate program in business began in the fall of 1978. There are now about 250 students enrolled. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the MBA, the student must succesfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting, and Legal Environment.

Master of Science in Government (MS)

The graduate program in Government was begun in July, 1982. After a careful feasibility study, the need for a unique program in international relations was established. Classes are scheduled on the campus at Buies Creek and at the Fort Bragg campus.

The current enrollment in the M.S. program in Government is 36.

GRADUATE BULLETINS

A Graduate Bulletin containing additional information concerning the Master of Education, the Master of Business Administration, or the Master of Science in Government may be obtained by writing to the Director of Admissions, Campbell University, Buies Creek, North Carolina, 27506.

ACADEMIC CALENDAR

Campbell University provides a year-round educational program. In addition to the fall and spring semesters, a wide range of courses is offered during the summer. Two sessions of five weeks each constitute the summer semester at Campbell University.

The summer and fall semester schedules are generally available in early March. The schedules and addditional information may be obtained by writing the Director of Admissions, Campbell University, Buies Creek, North Carolina, 27506.

CONTINUING EDUCATION AND OFF-CAMPUS PROGRAMS

Fort Bragg Center

From a modest beginning of fifty students in four classes in February, 1976, the Fort Bragg undergraduate enrollment has increased to more than 500 in forty-five different classes in the spring of 1986.

At the graduate level, Campbell University offers evening courses leading to the M.Ed., M.B.A., and M.S. degrees.

The majority of students enrolled at Fort Bragg are current or former members of the military. Provision is made for civilian participation in these part-time evening programs. The program is approved by the Southern Association of Colleges and Schools.

Central Carolina Technical College

Since 1970 Campbell has been involved in a cooperative college transfer program with Central Carolina Technical College located in Sanford, North Carolina.

The general education curriculum is taught by regular members of Campbell's faculty and by adjunct professors. Its main purpose is to enable students to receive an Associate degree on the completion of 64 semester hours of college level work and enable the student to

transfer work completed to Campbell or to any other accredited institution.

Off-Campus Graduate Centers

In addition to the Fort Bragg Center, Campbell offers graduate courses at North Carolina Wesleyan in Rocky Mount, Peace College in Raleigh, and Seymour Johnson Air Force Base in Goldsboro, North Carolina.

Malaysian Program

Campbell University is involved in a cooperative program with Ulster College of Belfast, Ireland at Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia. Graduates of the Science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding adjunct faculty, ably supported by excellent facilities and equally good library holdings and equipment. Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication betwen TARC and the home campus.

Study Abroad Program

Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine months study are available to students in selected majors.

American Studies Program

In cooperation with the Christian College Coalition, selected students are eligible to participate in the American Studies Program in Washington, D.C. Students may enroll for the summer or the full year.

ADMISSIONS

Although the majority of the students at Campbell are from the Southeastern section of the United States, more than forty states and forty-five foreign countries are represented on the campus.

Selection for admission involves several considerations including grades, test scores, activities, and recommendations. Academic record or ability is not of itself sufficient qualification for the admission of any applicant.

A candidate for admission should make initial contact with the Office of Admissions, Campbell University, Buies Creek, North Carolina,

27506, early in the senior year of high school. At that time the Admissions Office will mail necessary forms and instructions.

Directions for Those Beginning College Work

1. Study the catalog (copies may be obtained by writing the Director of Admissions).

2. Ask the Director of Admissions to answer any questions concerning the college or its program.

3. If possible, visit the university, preferably with parents, to tour the campus and to discuss the preferred program of study.

4. Obtain from the Admissions Office the necessary forms.

5. Complete the application form carefully and attach a recent photograph. With the application, enclose the fifteen-dollar processing fee. Mail the application to the Director of Admissions.

6. With the assistance of the principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Director of Admissions, Campbell University, Buies Creek, North Carolina 27506.

7. Upon completing the first half of the senior year, request that the high school principal send to the Director of Admissions of the College a record of all high school work completed.

8. Request that the personal physician send the Student Health Service form fully and properly completed to the Director of Admissions.

9. Upon graduation: (a) request the high school to send to the Director of Admissions a supplementary transcript recording the grades and credits during the last semester, and (b) if he or she has not previously done so, have the family physician complete the Student Health Service form and mail it to the Director of Admissions.

Directions for Prospective Transfers

1. Follow steps, 1, 2, 3, 4, 5, and 8.

2. Make available the scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test.

3. Request the Registrar of the college at which you are now in attendance, or, if not now in school, the Registrar of the school last

attended, to mail to the Director of Admissions, Campbell University, a complete transcript.

4. If you have been in attendance at more than one college, the Registrar of each institution should mail to the Campbell University Director of Admissions a transcript of all work attempted in that school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.

5. Request a letter of recommendation from a responsible official of the college previously attended.

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by pre-registering or registering at the appropriate time.

Admission Requirements

The minimum requirements for admission to Campbell include graduation from high school, or equivalent credentials, with at least 12 non-vocational units, of which 4 must be in English and 3 in mathematics. Two units of a foreign language, 1 unit in the natural sciences, and 2 units in history and the social sciences are highly desirable. Acceptable scores must be earned on the College Board's Scholastic Aptitude Test or on the ACT examination of the American College Testing Program.

Provisional Admission

Should a student be admitted without completing the admissions procedures, he will be eligible to receive credit on work done at Campbell University only after he has satisfactorily met the requirements of the Admissions Office.

Credit Earned by High School Students

High School students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit will be granted for courses successfully completed after the student graduates from high school and enrolls at Campbell University.

Admission of Military Personnel and Veterans of the Armed Forces of the United States

For many years, Campbell University has been active in the various military education programs and is proud of its designation as a "Servicemembers Opportunity College" and its selection as one of twenty-five colleges and universities to participate in the Bachelors Degree for Soldiers system. The University will evaluate military records for college credit without charge to determine the amount of credit which may be granted for non-traditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree seeking student at the University.

For additional information, contact the Veterans' Affairs Office, Campbell University, PO Box 546, Buies Creek, NC 27506.

Summer School Visitors

Students enrolling at Campbell University for the summer program should secure from the proper school official to which the credit will be transferred a statement certifying approval of such plans and listing approved courses.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer.

All accredited junior and community college graduates are eligible to apply for transfer under a direct transfer policy if they have an overall C average and are recommended by the dean of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Transfer students must be in good academic and social standing from the transfer school.

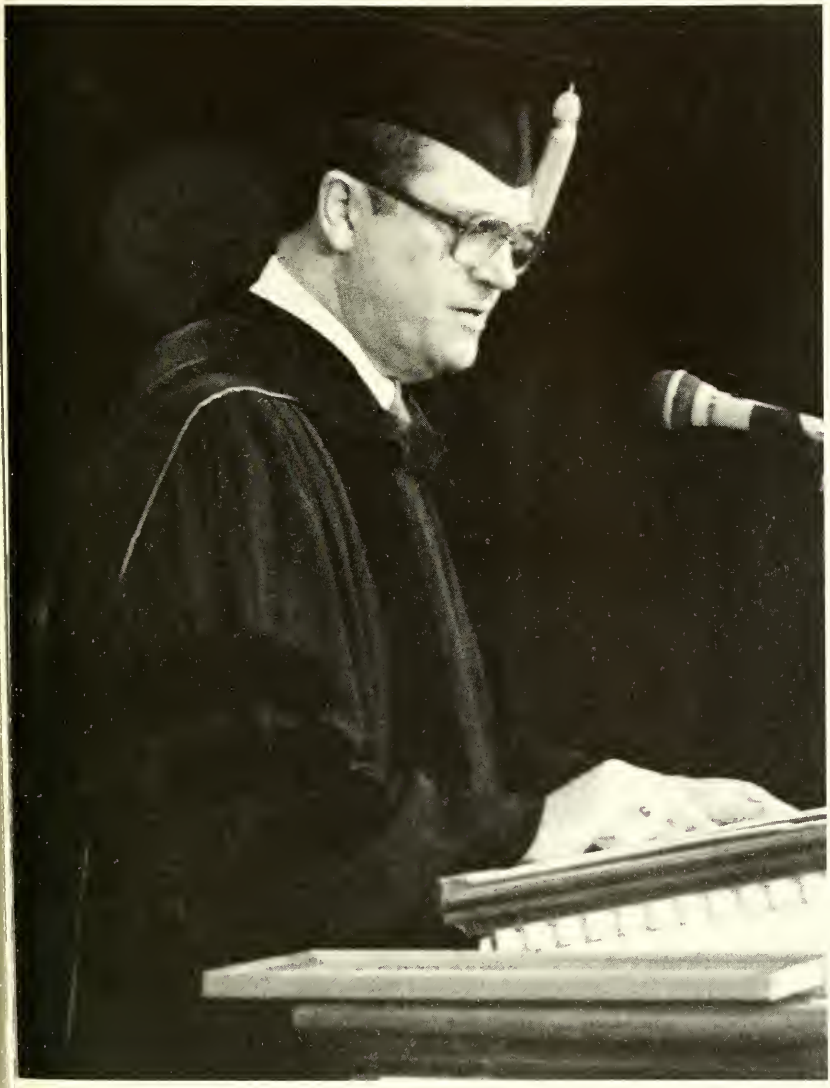
Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the regular Army. Additional information may be found in the instructional program under Military Science.

FOREIGN STUDENTS

Foreign students are required to demonstrate proficiency in the English language and satisy the above admissions requirements and procedures. The English language requirement of the College will be met when the applicant has submitted proof of a score of 500 or better on the TOEFL, or completed Level 109 at an ELS Language Center. A complete set of educational credentials with English translations, if necessary, are required before eligibility for admission can be determined. An affidavit of financial responsibility is required before the 1-20 form is issued.

2. Academic Regulations



2. GENERAL ACADEMIC REGULATIONS

Graduation

Degrees will be conferred at the end of the regular semester in May.

The responsibility for meeting the requirements for graduation rests upon the student.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Applications must be on file in the Office of the Registrar. The candidate must satisfy all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all undergraduate work attempted at any accredited school *and* on all credit earned at Campbell University.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell University.

Graduation in Absentia

All candidates are expected to participate in the graduation ceremony. Those students who cannot be present should present to the Dean of the appropriate School or College a request with their justification for graduating in absentia.

Classification

The classification of a student depends upon the amount of hours and quality points earned and not upon the length of time enrolled in the University. A student is classified:

(1) As a senior, upon the completion of 90 semester hours with 2.0 average on all work attempted.

(2) As a junior, upon the completion of 55 semester hours with a 2.0 average on all work attempted.

(3) As a sophomore, upon the completion of 23 semester hours with a 2.0 average on all work attempted.

(4) As a freshman, if the regular admission requirements have been met.

(5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.

(6) As a part-time student, if, with approval, he is registered for less than 9 hours of credit work.

Grades and Quality Points

The grading scales with the assigned Quality Points are as follows:

Grade	Quality of Work	4 Point Scale
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
IC	Incomplete Continued	0
I	Incomplete	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0
Au	Audit	0

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F.

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours attempted.

Courses transferred from non-traditional programs and non-accredited institutions are not included in the computation of the grade point average.

Dean's Honor List

The requirements for making the Dean's honor List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a C.
4. Not more than one C grade.
5. No incomplete grades.
6. No overcuts in classes or the Cultural Enrichment Program (CEP)
7. Not on social probation.
8. No penalty points in effect.

President's Honor List

The requirements for making the President's honor List are as follows:

1. Be eligible for the Dean's List.
2. Completed at least a second semester of residence at Campbell.
3. Earn cumulative grade point average of 3.50 on a 4 point scale on all work attempted.

NOTE: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Minimum Academic Standards

To be eligible for readmission students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 1.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have quality point ratio of 1.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 1.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 1.85.

5. Students who have attempted 130 or more semester hours must have a quality point ratio of 1.9.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell University to improve their grade point average.

Students of Junior standing (55 semester hours) or less whose G.P.A. falls below a 1.8 average will be allowed to register for a maximum of 13.5 semester hours.

Students having a deficit of twenty or more quality points will be placed on probation and will continue on probation until they have met the minimum academic standards.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

To receive financial aid under the Federal Title IV Program, a student must be making "satisfactory progress" toward graduation as defined in Section 3.

In addition, a full-time student must complete an average of 12 hours each semester during the first two years and an average of 13 hours during the remainder of the undergraduate study.

Class Attendance

Campbell University believes that every class hour is important. Regular attendance is a student's obligation and the student is responsible for all work, including tests and written work of all class meetings. Instructors will keep attendance records in all classes. The names of students who miss three consecutive meetings will be submitted to the Registrar.

Absences will be handled between the student and the professor. The professor is expected to provide the student with the information concerning attendance during the initial class meeting. The responsibility of class attendance rests with the student. When a student's absences threaten to affect his grade, the professor will communicate this fact to the student and the Registrar.

In the event of absences due to severe personal illness, death in the immediate family, or authorized representation of the University, the student may have the opportunity to make up work. The student's responsibility is to notify the professor in advance whenever possible.

To receive credit for any course, a student must attend at least 80% of the hours precribed for the courses; individual professors have the prerogative of imposing a more restrictive policy consistent with the exceptions noted above. When a student forfeits his right to continue with the course, he will be assigned a WP (Withdrew Passing) or WF (Withdrew Failing) by the professor.

Faculty Advisors

Each student will be assigned a faculty advisor who will assist in making academic choices. Prior to registration each semester, every student must have proposed courses approved by his/her advisor.

Students interested in pursuing special programs or majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should consult the School of Education prior to registering for the sophomore year.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for junior and seniors. Those numbered 500 are for undergraduate and graduate students. Courses numbered 600 are for graduate students only. Credit hours for each course are listed in parenthesis after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficicent demand for an announced course.

Drop-Add

There are deadlines each semester for dropping and adding courses. A student may be officially added to a course through the fifth class meeting by permission of the Instructor and the Registar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the mid-term with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the mid-term will be dropped with a WF.

Students will not be allowed to drop freshman courses in English, Mathematics, or History.

Any course dropped without permission is recorded as an F.

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester or fifteen weeks. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. In general, two hours of laboratory time is converted into one hour of credit.

Normal Class Load

During the fall and spring semesters a class load is fifteen to sixteen hours each semester. During the summer session a normal load is six semester hours each term.

Students enrolling in more than eighteen semester hours (not including CEP) must obtain permission from the Dean of the appropriate school or College and pay the appropriate overload charges.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Independent Study

Independent study is any type of study which is conducted under the supervision of a qualified instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to his faculty advisor during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

a. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chairman, advisor, and the Dean of the College/School.

b. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.

c. Required is a clear, written understanding between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

d. **All Students should complete all freshman and sophomore courses by the end of their junior year.**

Supervision of independent study will be on a volunteer basis for the professor. Each professor will have a maximum of three students doing independent study each semester at any given time.

All independent study shall be approved by the faculty advisor, the supervising professor, the discipline department chairman, the appropriate Dean, and the Registrar.

Independent study contracts may be obtained in the office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which will be taken later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Transfer Students

Students who complete course work in another accredited college or university may apply for admission to Campbell University. Transfer

applicants must be eligible, both academically and socially, to return to the institution from which they are transferring. Applicants from accredited institutions will be admitted upon the recommendation of the Admissions Committee and the Registrar.

Credit by Examination

Credit may be earned by satisfactorily completing the General Examinations or the Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through CLEP, DANTES, USAFI, APP, CHALLENGE EXAMINATIONS, and other non-traditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education.

Credits for the CLEP Subject Examinations will be awarded for scores at or above the averge score made by "C" students in the national norms for the Subject Examinations.

Applicants who seek credit by examination may obtain further information from the Registrar of the University.

No grades will be given for credit earned by non-traditional methods.

Fort Bragg Policies

Students may enroll for courses at the Fort Bragg campus on the following conditions:

1. The requested course is not available on the Buies Creek campus during the present semester or future semester.
2. Approval must be obtained by Advisor, Department Chairman, Discipline Department Chairman, and Registrar.
3. A student may enroll for no more than two courses per semester.
4. The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 hours.
5. If a student enrolls for six semester hours at Campbell and six hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered a full-time on-campus student and must pay resident tuition charges.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the appropriate Dean, the Chairman of the Department, and the Registrar.

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the advanced placement test and should request the CEEB to send the results of these examinations to the Director of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the appropriate Dean.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Registrar and the appropriate Dean.

Students who do not have an overall 'C' average and a 'C' average at Campbell will not receive approval to transfer courses to Campbell. Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges or technical colleges). Students should understand that they are to complete the last 32 semester hours in residence at Campbell University, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

Students requesting permission to enroll for courses at Campbell University and Fort Bragg during the same semester are advised of the following requirements:

The maximum number of hours allowed during any semester and combination of Fort Bragg Terms must not exceed 18.5 semester hours.

Permission to enroll in courses at Fort Bragg must include the approval of the student's advisor and Department Chairman.

If a student enrolls for six semester hours at Campbell and six or more hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered as a full-time on-campus student and must pay resident tuition charges.

Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the University in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

Withdrawal from University

To officially withdraw from the University during a semester a student must contact either the Dean of Men or Dean of Women.

After a conference with one of the preceding individuals the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

Transcripts

The first copy of a student's record is issued for him upon request without charge. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $2 for each copy desired.

Student Handbook

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell University are stated in the *Student Handbook*.

Every student is expected to become thoroughly acquainted with the *Student Handbook*. Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook*.

Code of Honor

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, both university and church have stood as partners. The university plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian-oriented but not sectarian. Each year many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the university will be sympathetic to its stated purposes.

As a Baptist university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly,

it is incumbent upon the University to provide its students with an Honor Code that in its observance makes more nearly possible an environment whereby the student can grow spiritually and morally, as well as intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, once a student matriculates at Campbell University he should demonstrate a willingness to abide by the following Honor Code while a member of the student body.

The code of honor of Campbell University arises directly out of the institution's statement of purpose.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the university community. Because of the university's commitment to the lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the university community, regardless of position.

While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others. Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

To uphold at all times and in all places, both on and off campus, the university's statement of purpose.

To protect the property rights of others from theft, damage, or misuse.

To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.

To obey, respect, and uphold the law of the land.

To refrain from the possession, use, or distribution of alcoholic beverages and drugs.

To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.

At all times to exhibit good taste, decency, and restraint, refraining from disorderly conduct or indecent, profane, or obscene expression.

To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.

To abstain from any sexual relations outside the bonds of marriage.

To exemplify high principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the Fall of 1928 for the purpose of promoting character, leadership, and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshman men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the Fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class and the year. Graduate and professional students in the upper 10% of all graduate and professional students in the institution are also eligible.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the Fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

3. Financial Information

TUITION AND GENERAL FEES

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from university Endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1986-1987 academic year at Campbell University, exclusive of books, is as follows:

Resident Students:	First Semester	Second Semester	Total
Tuition Matriculation Fees	2,601.00	2,573.00***	5,174.00
Meals (5-day ticket)*	595.00	595.00	1,190.00
Room**	372.50	372.50	745.00
Accident Insurance	27.50	-0- ****	27.50
Student Government Fee	15.00	15.00	30.00
	$3,611.00	$3,555.50	$7,166.50

Commuting Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	2,601.00	2,573.00***	5,174.00
Student Government Fee	15.00	15.00	30.00
Accident Insurance	27.50	-0- ****	27.50
	$2,643.50	$2,588.00	$5,231.50

*For 7-day ticket add $40.00 per semester.

**Residence halls range in price from $372.50 to $422.50 per semester.

***New second semester students will be charged $2,601.00.

****New second semester students will be charged $21.00.

Out-of-State Tuition Fee

All students who are not residents of North Carolina are required to pay an out-of-state tuition fee of $25.00 per semester.

Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is $27.50 and has blanket coverage up to $1,000. Accident insurance for athletes has blanket coverage up to $3,000.

Hospital illness coverage insurance is optional with the student at a cost of $59.00 each twelve months.

Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the university infirmary which is open 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary. Drugs by prescription and X-Rays are paid for by the patient.

Student Government Fee

The Student Government Association Fee is established by the student organization and the Board of Trustees. The student government fee is $15.00 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional $100.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Dean of Men and the Dean of Women.

Other Fees

Application Fee (new applicants only)	$ 15.00
Late Registration Fee	$ 25.00
Change of Schedule (allowed one change without charge)	$ 10.00
Graduation Fee (Undergraduates)	$ 20.00
Graduation Fee (Graduate)	$ 25.00
Typewriter Laboratory Fee	$ 6.00
Student Teaching Fee	$ 50.00
Home Economics Laboratory Fee (per course)	$ 6.00
Liberal Arts Courses for part-time students taking less than nine (9) semester hours (per credit hour) Undergraduate	$ 80.00
Course load above 18.5 semester hours (per hour)	$ 80.00
Private Room	$100.00
Room Key (this fee is refundable)	$ 10.00

Dorm Fee (for student activities in the dorm) ..... $ 3.00
Science Laboratory Fee (per course, per semester) ..... *$ 20.00
Parking Fee (year) for Undergraduates ..... $ 12.00
Parking Fee (year) for Graduate Students ..... $ 6.00
Transcript Fee (single copy) ..... $ 2.00
5-day meal ticket (per semester) (for day student information) $595.00
7-day meal ticket (per semester) (for day student information) $635.00

(*Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.)

Music Fees

Regular Students
One 30 minute lesson per week, 1 hour of credit ..... $ 50.00
Two 30 minute lessons per week, 2 hours of credit $100.00
One 30 minute lesson per week, no credit ..... $ 75.00

Special Students
One 30 minute lesson per week, 1 hour of credit ..... **$ 75.00
Two 30 minute lessons per week, 2 hours of credit **$150.00
One 30 minute lesson per week, no credit $150.00

(**Plus regular hourly fee)

Rental of Musical Instruments ..... $ 10.00

Art Fees

Ceramics ..... $ 25.00
Art: The Child, The School ..... $ 25.00

Students enrolled for courses in Art other than Art 114, 200, 218, 219, and 221 pay a fee of $25.00 per course to defray expenses of depreciation of equipment and instructional supplies necessary for class and laboratory instruction. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

Advance Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $100.00 advance enrollment deposit. This deposit is due two weeks

from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses.

Processing Fee

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Terms of Payment

Unless other arrangements are made with the Assistant Treasurer, tuition and matriculation fees must be paid on or before entrance. In the event of withdrawal, these are refundable as follows: 60% the first week, 40% the second week, and none thereafter. Exceptions to this are made on an individual basis for medical reasons only. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary charges should do so each semester in advance of registration. The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

The cost of room and board is paid in advance. Payment may be made by half semesters. In the event of justifiable withdrawal, the student pays the cost of the period of attendance plus an additional charge of ten percent (10%). No cost for room or board for the Fall Semester is refundable after November 1 or for the Spring Semester after April 1. Please note that this applies only to room and board.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the University will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The University reserves the right to change fees and charges with adequate notice. Please note that prices quoted herein are for the 1986-1987 School Year.

Summer School Expenses — 1986

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition and General Fees ($80.00 per semester hour)	240.00*	480.00*	480.00*	960.00*
Student Activities	2.00	2.00	4.00	4.00
Insurance (includes illness)	17.55	17.55	35.10	35.10
**Room and Board	294.50	294.50	589.00	589.00
	$544.05	$794.05	$1,108.10	$1,588.10

*The above based on 3-hour courses at $80.00 per semester hour.
**Board quoted on a 5-day meal plan. For 7 days add $30.00 each 5 weeks.

In addition to the above, students from outside the State of North Carolina will be charged an additional $8.34 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.

No refunds for withdrawals will be permitted after the first class meeting.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of $47.50 per semester. A $10.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the University.

Laundry and Dry Cleaning Service

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry cleaning services on a semester basis are given a laundry credit card and are required to make a non-refundable deposit at the beginning of the fall term in the amount of $50.00 to establish credit. Students with established credit may use their credit cards for both laundry and dry cleaning. When the initial required deposit has been expended, the student with established credit

may continue to use his or her credit card for laundry and dry cleaning service for the remainder of the school year and will be billed monthly from the Business Office.

Air-Conditioners

Where a personal air-conditioner is used, a charge of $35.00 per semester is made to cover the cost of electricity. The University's Physical Plant must be contacted for installation.

Refrigerator Rental Service

Through the University laundry, boarding students may rent, by semesters, chest-type refrigerators at a rental fee of $30.00 plus a charge of $22.50 for electricity and a refundable deposit of $10.00 against possible damage. Renters are liable for the total cost of any damage done to their refrigerators during the rental period.

University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $125.00 per semester to purchase necessary books and supplies.

Banking Service

First Citizens Bank and Trust Company and Mid-South Bank and Trust Company are within walking distance of the campus for students who desire banking services.

Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University as are routine in an Infirmary type situation. There is at all times a well qualified nurse on duty. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

When emergency situations develop the students should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated. It should be borne in mind that the cost of drugs and laboratory fees will be assumed by the student.

Campbell University is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases students needing medical attention should report to the university nurse during regular office hours.

2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for the examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action, and the University in turn assumes no responsibility for complications that might develop as a result of the student's refusal to heed such advice.

3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.

4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. and are limited to suitemates of the patient.

5. All accidents should be reported to the Infirmary as soon as possible.

6. If it is at all possible, students should report to the Infirmary before seeing another doctor.

7. **Consent to medical treatment.** Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such forms as the University may prescribe.

8. Prescriptions from the student's family physician may be filled or refilled at the Infirmary Pharmacy only if the student has been seen by his or her family physician for treatment.

9. All drugs by prescription and X-Rays are paid for by the patient.

FINANCIAL ASSISTANCE

Campbell University was founded on three premises:

A student shall not denied an education because of lack of funds.

A student shall not be denied an education because of plain dress.

A student shall not be denied an education because of lack of preparation.

These time honored words are as true today as the day Dr. Campbell wrote them. The spirit of these words are as alive as they were in 1887.

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for students who have need in the form of scholarships, grants-in-aid, loans, and part-time employment. In 1985-86 Campbell awarded some type of financial assistance to 78 percent of its students. Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the following toll-free numbers, North Carolina 1-800-682-4111; out-of-state 1-800-334-4111.

To determine financial need, Campbell uses the nationally accepted needs analysis form with either American College Testing (Family Financial Statement) (preferred) or College Scholarship Service (Financial Aid Form) to estimate a family's fair contribution. These family contributions are computed on income and asset information from the student and parents, as well as family size and number of family members in college. This confidential information is used in determining the amount of assistance to be offered.

To be considered for financial assistance, the student must:

1. File a needs analysis form and request that results be sent to Campbell.
2. Check on the needs analysis form to be considered for Pell Grant. When the Student Aid Reports are received, send all three copies to Campbell University.
3. Complete a Campbell University Data Sheet or the equivalent thereof.
4. Apply for the State Student Incentive Grant (deadline March 15th each year).
5. Be accepted for admission to Campbell University or be making satisfactory academic progress.

6. Transfer students must submit Financial Aid Transcripts from each college previously attended.

A new needs analysis form must accompany the request for consideration for Pell Grant for each academic year. This should be done as soon after January 1 each year as possible.

A full-time student (minimum 12 hours or more) will be academically eligible to receive financial assistance under the federal Title IV programs (Pell Grant, Supplemental Educational Opportunity Grant, National Direct Student Loan, College Work-Study Program, State Student Incentive Grant, Guaranteed Student Loan, and PLUS Loan) and the North Carolina State Contractual Grant Program for a maximum of 6 years if he meets the conditions given below. A student who enrolls for less than full-time will have the period of time he or she can receive assistance pro-rated.

FINANCIAL AID POLICY ON SATISFACTORY PROGRESS

The Higher Education Act of 1965, as amended by Congress in 1980, mandated institutions of higher education to establish minimum standards of "Satisfactory Progress" for students receiving financial aid. Additional legislation recently called for further refinement of this policy effective January 1, 1984. Campbell University makes these standards applicable to all programs funded by the federal government, including Pell Grants, Supplemental Education Opportunity Grants, National Direct Student Loans, Guaranteed/ Federally Insured Student Loans and College Work Study Program These standards are also applicable to the North Carolina State Contractual Scholarship Fund, North Carolina State Student Incentive Grants and certain university controlled scholarships based in part upon academic ability.

Definition of Satisfactory Progress

To receive financial aid under the Federal Title IV Program, a student must be making "Satisfactory Progress" toward graduation. "Satisfactory Progress" for a full-time student (students taking a minimum of 12 semester hours each semester of enrollment) is defined at Campbell University as follows:

At end of At end of	Yr-1 2 sem	Yr-2 4 sem	Yr-3 6 sem	Yr-4 8 sem	Yr-5 10 sem	Yr-6 12 sem
Min. Hours Completed	18 hr	18 hr	22 hr	22 hr	24 hr	24 hr
Cum. Hours Completed	18 hr	36 hr	58 hr	80 hr	104 hr	128 hr
Minimum Cuml. GPA	1.39	1.4	1.6	1.8	1.9	2.0

A. Part-time students will be evaluated on a pro-rated basis of hours attempted during each period of enrollment under the same minimum standards as full-time students, although financial aid cannot be awarded to students who are taking less than 6 semester hours during a normal semester.

B. Students will be allowed to receive financial aid for a maximum of 12 semesters or 6 years. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

C. Students will be allowed to receive financial aid for a maximum of 180 attempted hours. Example: If a student has attempted 174 semesters hours, has a 2.0 GPA and has completed 10 semesters, then the student will be allowed to receive financial aid for 6 semester hours or ½ time enrollment. The student may pursue as many hours as he/she desires but they would be considered ½ enrollment in regards to financial aid. No financial aid will be awarded to students who have exceeded 180 attempted hours. (180 hours allows students the necessary additional time which may be required to obtain an additional major and accommodates transfer students).

D. Students will be permitted to receive financial aid for one year on a probationary basis if so recommended by the scholarship committee, and circumstances warrant such action. At the end of a probationary year, students who have not attained the required minimum GPA or do not have the minimum number of hours completed, will be placed on financial aid suspension.

E. Transfer students will be evaluated at the time of enrollment and if their GPA or hours completed do not meet the minimum standards, they will be placed on probation for a period not exceeding one year or 2 semesters. If they do not meet the minimum standards at the end of the 1 year period they will be placed on financial aid suspension.

F. Any student who is determined ineligible for financial aid, may request a special review at the end of the semester or at the end of either summer session to have his/her aid re-instated for the remainder of the school year. Students must meet the minimum standards set forth above in order to request a special review to have their aid reinstated. Students are personally responsible for requesting a mid-term or end of summer session review by appealing directly to the Director of Financial Aid, otherwise only one determination of satisfactory progress will be conducted each academic year.

G. Students returning to Campbell University following academic suspension or financial aid suspension must meet the minimum "Satisfactory Progress" standards set forth above before financial aid will be reinstated.

H. Cumulative G.P.A. will be rounded when determining eligibility for financial aid.

Appeal

A. Students who have been denied financial aid may appeal to the Director of Financial Aid. After consultation with the Director, the student may request a Review Panel, to consist of the Director of Admissions/Financial Aid/Veteran Affairs, Director of Financial Aid, Assistant Director of Financial Aid and a student chosen by mutual consent of the Director and the student requesting the appeal.

B. Financial Aid may be reinstated by the Director of Financial Aid or by the review panel upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the Director or the Panel. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

1. Illness of the student — statement of physician that illness interfered with opportunity for satisfactory progress.

2. Illness of immediate family member — statement from a physician.
3. Death of an immediate/close family member — statement from minister, next nearest relative, a concerned adult or possibly the student.
4. Disruptive internal family problems, i.e., separation, divorce, loss of job — statement from parents and/or minister.

Special Problems

A. Repeated courses count as hours attempted each time taken. When successfully completed they will count as their appropriate credit earned.

B. Course withdrawal: WF counts as hours attempted but zero (0) QP's; WP are not counted as hours attempted.

C. Incompletes count as hours attempted but not completed.

D. Summer sessions will not be counted as a semester in residence. Summer sessions are an excellent time to make up any deficiency in hours completed or possibly raise a low G.P.A.

Satisfactory Progress for Graduate Students (M.B.A., M.Ed., M.S.)

To receive financial aid (GSL) under the Federal Title IV Program, a student must be making "Satisfactory Progress" toward graduation. "Satisfactory Progress" as defined at Campbell University is as follows:

Maintain a cumulative grade point average of 3.0 (B).

Failure to maintain the above may result in a probationary period for a period not exceeding one year, and suspension at the end of the one year period if the student has not achieved the above standard.

Satisfactory Progress for Law School Students

To receive financial aid, (GSL, ALAS) under the Title IV Program, a student must be making "Satisfactory Progress" toward graduation. "Satisfactory Progress" as defined at Campbell University is as follows:

Maintain a numerical cumulative grade point average of 65.

Failure to maintain the above may result in a probationary period for a period not exceeding one year, and suspension at the end of the one year period if the student has not attained the above standard.

SCHOLARSHIPS

Campbell University each year provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial assistance programs administered by the University.

A student must be enrolled in twelve semester hours or more to receive a scholarship.

Academic Scholarships

Campbell University has the following academic institutional scholarships available under the following criteria:

Presidential: 1000+ SAT, B+ average, top 10% in class standing, recommendation by Department Chairman, letters of recommendation by associates. (Range $1,000-2,000 per year.)

Presidential Transfer: An associate degree or equivalent, superior academic performance on the college level, leadership potential, and 3.5 GPA ($1,000 — 2,000 per year.)

Scott-Ellis: Sufficient academic standing to suggest college success, superior leadership potential as displayed by previous activities. This student must possess the qualities necessary to an outstanding Campbell student. ($500-$1,000.)

Scott-Ellis Transfer: An Associate of Arts degree or equivalent, superior academic performance on the college level, leadership potential and 3.0 GPA ($500-$800.)

Campbell Merit Scholarship: Based upon the performance of the individual on the scholarship test as determined by the Academic Dean. ($1,000 - $2,000.)

Institutional Scholarships

The following scholarships are provided by the University.

1. High School Valedictorians who begin their post-secondary education at Campbell — $300 per year.
2. High School Salutatorians who begin their post-secondary education at Campbell — $200 per year.
3. Full-time North Carolina Baptist pastors serving churches that participate in and cooperate with the Cooperative Program of

the North Carolina Baptist State Convention receive the Pastors Tuition Scholarship (**Tuition** is defined as approximately one-half (½) of the total tuition and general fees charged at registration.)

4. Wife of North Carolina Baptist Pastor receive the Minister's Wife's Scholarship (amount is the same as number 3.)
5. Full-time other Denominational or out-of-state pastor — $300 per year.
6. Wife of other Denominational or out-of-state pastors — $100 per year.
7. Children of full-time North Carolina Baptist pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention are guaranteed a minimum of $2,000 in total financial assistance per year.
8. Children of other Denominational churches or out-of-state — $100 per year.
9. Children from Children's Homes — $200 per year.
10. Children of Ordained North Carolina Baptist State Convention Employees and children of missionaries — (amount is the same as item #7).
11. Children of Baptist employed Associational Missionaries affiliated with the North Carolina Baptist State Convention — (amount is the same as item #7).
12. Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarship — $200-400 per year.
    Before March 1 applicants should write to the Brotherhood Department or State Acteens Director, Baptist State Convention, P.O. Box 1107, Cary, N.C. 27511-1107.
13. Students selected by Pastors of Churches cooperating with the Baptist State Convention of North Carolina — $100 per semester. For 8 semesters as long as cumulative GPA remains 2.0 or better.
14. Students taking a minimum of three hours in religion related courses each semester and meet the criteria as established by the Religion or Music Department Heads — $250 per semester as qualifies.
15. Other institutional scholarships are available in the areas of athletics, music, math, foreign language, trust, etc. For further information contact each individual department head.

FEDERAL GRANTS AND LOANS

Pell Grants

Students who have a sufficient financial need may be eligible for this grant up to a maximum of $2,100 annually. The student should mark his needs analysis form to be considered for a Pell Grant. The Pell Grant office sends the student a Student Aid Report (SAR). All three copies of the SAR must be sent to the Campbell University Financial Aid Office.

Supplemental Educational Opportunity Grants

A limited number of supplemental educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and aer in full-time attendance; (3) show evidence of making satisfactory progress in terms of financial aid; (4) demonstrates a financial need. Grants under this program vary from $200 to a maximum of $2,000 per year depending upon funds available and the need of students concerned.

College Work-Study Program

The College Work-Study (CWS) Program enables those students who are eligible, an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for CWS is compensated on a monthly basis for the hours that he/she worked during the month. The CWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus — library, food services, physical plant, dormitories, academic departments, administrative office, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's CWS award depends on "need" along with the amount of funds available for CWS and other aid programs at Campbell.

National Direct Student Loan

The National Direct Student Loan (NDSL) is a program of borrowing, based upon need, which enables a student to borrow up to $6,000 maximum during their undergraduate studies. The amount received

annually depends on individual need and funds available. These loans are non-interest bearing while a student is enrolled full-time.

Guaranteed Student Loan

A Guaranteed Student Loan (GSL) is a low-interest loan, based upon need, which enables a student to borrow up to $2,500 per year at 8 percent interest for new borrowers. The maximum amount that can be borrowed for undergraduate studies is $12,500. Loan repayments begin 6 months after you leave school or drop below half-time status. Each state has its own lending agencies and the Campbell Financial Aid office can provide you with this information. North Carolina residents may obtain an application from the Financial Aid Office or by writing to College Foundation, Inc., 307 Glenwood Avenue, Raleigh, North Carolina, 27605.

Veterans Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veterans Administration must comply with the policies of the Veterans Administration and the State Approving Agency for the training and education of students receiving VA Education Benefits. These policies include the following requirements:

1. The student must be fully matriculated prior to certification to the Veterans Administration as eligible to receive benefits.
2. A student will receive full-time benefits for 12 semester hours or more of work attempted, three-fourths time benefits for 9-11.5 semester hours of work, one-half time benefits for 6-8 semester hours of work and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the University. Summer School, Adult Evening Programs and other undergraduate Campus Sites with different Academic Calendars will be computed on an individual basis.
3. Only courses required to complete the appropriate curriculum or remaining elective courses in the individual's curriculum may be counted in qualifying for VA Education Benefits.
4. A student may repeat a course and receive VA Education Benefits if an "F" grade was received, but not for a course for which a grade of "D" or better was received. Additionally, receipt of "WP" or "WF" cannot be certified.

It is the individual student's responsibility to advise the Veterans' Affairs Office of the University at the beginning of each semester or term of

the courses the student has registered for. In addition, it is the student's responsibility to advise the Veterans' Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started.
If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements of this Bulletin, VA Education Benefits will be terminated concurrently with the Cancellation of Federal, Title IV financial assistance.

Army ROTC Scholarship and Funds

The Army ROTC Scholarship is designed to offer financial assistance to outstanding young men and women motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without scholarship receive $100.00 per month allowance during ten months of each year. Campbell University will provide an additional scholarship to all Army ROTC Scholarship winners. This scholarship will cover the cost of room and board for every year the Army ROTC Scholarship is in effect.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

All full-time students enrolled in twelve (12) or more hours that are legal North Carolina Residents and have not previously received a Baccalaureate Degree are eligible to receive a minimum grant of $475.00 each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina State Contractual Grants

These grants are available for residents of the state of North Carolina who have financial need. Recipients are determined by the Financial

Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina Student Incentive Grant

The Legislature of North Carolina has appropriated funds to establish grants to North Carolina residents who have financial need. The North Carolina funds match federal funds. To be considered for NCSIG, a student must mark the need analysis form for the information to be released to NCSIG and enclose the appropriate fee. The deadline for applying is March 15. Funding for this grant is based upon federal and state appropriations.

North Carolina Guaranteed Student Loan

See above reference under the Federal Grants and Loans.

North Carolina Prospective Teachers Scholarship Loan

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Awards for the program will be made in the amount of $2,000 per academic year and are limited to undergraduate study. The two hundred awards are based on academic merit and are distributed among all congressional districts. If students maintain a "C" average on their studies, they can participate in the program for the entire four years of undergraduate study. One annual loan is automatically cancelled for each year the student teaches in an accredited public school in North Carolina. If the student does not teach in North Carolina, the loan must be repaid at six percent annual interest. Application forms may be requested from:

John S. Walton, Scholarship Specialist
State Department of Public Instruction
Division of Staff Development/Leadership Institute for Principals
Education Building
Raleigh, NC 27603-1712

To be eligible for consideration for the Prospective Teachers Scholarship Loan, applications must be filed with the State Department of Public Instruction no later than March 1.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

PAYMENT PLANS AS A FORM OF ASSISTANCE

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, *Campbell has developed the following technique to assist families in paying for their sons' or daughters' education while at Campbell.*

Multiple Payment Plans

This plan allows a family to make 9 monthly installments to pay for the yearly cost of room and board. This plan is applicable to all undergraduates and can be used with either the traditional payment or with the financial assistance package. A handling fee will be charged for the service. However, no interest is charged.

Regular Payment Plan

Payment is due prior to the beginning of each semester; annual costs are paid in two equal installments. Approximately sixty days prior to due date, families will be sent a statement of charges from which they can compute their cost.

Academic Management Services, Inc.

Academic Management Services, Inc., offers a low-cost, flexible system for paying educational expenses out of current income through regularly scheduled payments over a period of 10 months. Academic Management Services, Inc., 1110 Central Avenue, P. O. Box 1000, Pawtucket, Rhode Island 02862-1000 (Phone 1-800-556-6684) will provide full details.

The Tuition Plan, Inc.

The Tuition Plan, Inc., offers parents the opportunity to arrange tuition payments which extend payments beyond forty-eight months and ninety-six months. The Tuition Payment Plan, Inc., Concord, New Hampshire 03301 (phone 1-800-258-3640) will provide full details.

Insured Tuition Plan

The Knight Insurance Agency, 53 Beacon Street, Boston, Massachusetts 02108, provides numerous payment plans for parents to fund their child's education. The Knight Agency will contact all accepted freshmen with details and particulars regarding this plan.

ENDOWED SCHOLARSHIPS

Campbell is most grateful for the financial assistance made available to its students each year through its endowed scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and geographical area of applicant often are factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon the number of returning recipients and earnings available from the invested principals.

*The Joseph K. (Joey) Adams Law School Scholarship Trust —The donors are Pearlie Langston Adams and Joseph Kirk Wood Adams. To award scholarships to young men and young women who have been accepted to study law at Campbell University School of Law and who are residents of Harnett County, Johnson County, Wake County, and Sampson County, in that order of preference.

The Gardner H. Altman, Jr. Living Endowment Law Scholarship — The grantor is Gardner H. Altman, Jr. To provide young men and women pursuing a full-time Juris Doctor's degree at Campbell University.

*American Cyanamid Scholarship — The grantor is the American Cyanamid Company. To award one or more scholarships to a student who is a science major with high academic performance and who demonstrates financial need.

*The Ned B. Ball Endowed Business Scholarship — Founded by Merril Lynch, Pierce, Fenner, and Smith, Incorporated. The student must be enrolled in the Department of Business.

The Mary Lake and Thomas Henry Barge and Elizabeth Lake and Grady Silver Patterson Scholarship Trust — Granted by Walter Shepherd Barge, Sr. and Sarah Patterson Barge. Presented to worthy, needy young men and women accepted to study at Campbell University.

*Scholarships footnoted with an asterisk are currently funded.

Those not footnoted are not funded but are subject to change at any time.

*The Bass Air Conditioning Company, Incorporated Scholarship — Granted by Bass Air Conditioning Company, Incorporated, Mr. Woodrow P. Bass, President; Mr. Louis A. Reaves, Vice-President; and Ms. Barbara D. Bass, Secretary and Treasurer. To award one or more scholarships each year to a student or students indicating academic ability and having financial need.

*The Benson Baptist Church Scholarship — The grantor is the Benson Baptist Church. It is to honor members of the Benson Baptist Church of Benson, North Carolina. Priority of award goes to family attending Benson Baptist Church, any qualified person from South Johnston High School, or any qualified person in the state of North Carolina, in that order.

The Thomas S. Benton Memorial Fund — The grantor is Erlene Benton. Designated to a deserving student enrolled in studies leading to Christian ministry or Christian education.

*The E. Willard Berry Library Scholarship — The grantor is Edward Lewis Berry. To award one or more scholarships in each year to a student(s) who will major in geology and who have financial need.

The Kate Britt Briggs Scholarship Trust — The grantor is F. K. Briggs, Sr. To award one or more scholarships in each school year to a student indicating academic ability and having financial need.

*The Helen Sharp and Brantley C. Booe Scholarship Trust — The donor is Helen Sharp Booe. Awarded to direct descendants and relatives of Brantley C. and Helen Sharp Booe, students from Forsythe and Dave Counties, students from North Carolina, or students from states other than North Carolina, in that order.

The Joe Bouldin Scholarship — Preference of award to students with a good scholastic average and financial need in Harnett County.

*The Josephine Harmon Bradley Scholarship — The grantors are the trustees of the Josephine Bradley Sunday School Class of Chalybeate Springs Baptist Church. Presented to juniors and seniors enrolled at Campbell University in the fields of religious education and teaching who are members of Chalybeate Springs Baptist Church, junior and senior Baptist students, and members of the Little River Association, in that order.

The Reverend Rufus Allen and Lola Kearney Britt Scholarship — To provide one or more students who demonstrate academic ability and financial need.

*The George Harrison Britton, Sr. Scholarship Trust — The grantor is Mrs. George Harrison Britton, Sr. Awards shall be based on financial need and academic ability. Preference shall be given to students from the First Baptist Church of Dunn, North Carolina.

The Judge John J. Broderick Memorial Scholarship — The grantors are John J. Broderick and Louise Teneyck Broderick. To provide scholarship assistance to a student attending the school of law at Campbell University.

The George Liston Brown and Annie Laurie Brown Scholarship — The grantor is Annie Laurie Brown. Priority of award is to three individuals recommended by the deacons of the First Baptist Church of Wallace, North Carolina.

The Kenneth and Mary Mayne Bruton Fine Arts Scholarship — The grantor is Mary Mayne Bruton. Awarded to students who are majoring in music or have a concentration in fine arts and have shown exceptional skill and ability in their chosen major.

*The Bryan-Faircloth Presidential Scholarship Trust — Granted by the Bryan Family Foundation. Order of eligibility is residents of Sampson County, qualified students from any county in Eastern North Carolina, any county in North Carolina.

*The Bryan Scholarship Trust — The grantor is the James E. and Mary Z. Bryan Foundation, Incorporated. This scholarship is awarded to bona fide residents of North Carolina.

* The Bryan, Lanie Horton and W. Carroll Scholarship Trust — The grantor is Lanie Horton Bryan. Scholarship awarded each school year to a student indicating academic ability and having financial need.

*Mr. and Mrs. J. Shepard Bryan Memorial Scholarship Trust — The grantors are Robert C. Bryan and J. Shepard Bryan, Jr. The scholarship is awarded to young men and women who have been accepted to study law at Campbell University School of Law.

The Dr. Heath D. and Mary S. Bumgardner Living Endowment Scholarship Trust — The grantor is Dr. Heath D. Bumgardner. To provide scholarships to worthy, needy young men and young women.

*The Dr. and Mrs. A. R. Burkot Living Endowment Scholarship Fund — Awarded to a student indicating academic ability and having a financial need.

*The Ruby Bailey Byrd Scholarship — Preference of award to any descendant of Lennon Byrd, Minnie Cox Byrd and Bessie Cox Byrd. Next order of preference to the children of W. Tom Jenrette and Sybil Oliver Jenrette, Willie Mac Oliver and Pansy Oliver, Hix Hill and Nellie Temple Hill and, Burwell Temple and Katy Hill Temple and Mr. and Mrs. T.C. Parham, or any deserving student, in that order.

*The Major Sam Byrd Trust Education Scholarship — The grantor is Sam Byrd. To provide scholarships to a student enrolled in the Trust Education Department of Campbell University.

*Major Sam Byrd Law School Scholarship — The grantor is Sam Byrd. To provide scholastic assistance to a student attending the school of law.

C and D Insurance Service, Incorporated Scholarship Trust — Awarded to a student enrolled in Campbell University School of Law with priority to students from Angier, area of Harnett, Johnston, and Wake Counties of North Carolina, any other worthy or needy student from Harnett, Johnston, and Wake Counties of North Carolina, then to any worthy and needy students of North Carolina, in that order.

The Bonnie Calvert Memorial Scholarship — The grantor is Margaret L. Giesbrecht. The award will be made to a rising sophomore or a rising junior majoring in education with recommendations from the Department of Education and Psychology. The recipient shall have a 2.5 GPA.

*The Campbell University Board of Ministers Scholarship — Awarded to an established, bona fide resident of North Carolina who has answered the call to the gospel ministry.

The Campbell University Mathematics Department Scholarship Award — The grantor is the Mathematics Department Scholarship Committee. Awarded to a student who displays aptitude and potential in the field of mathematics and is awarded by the Scholarship Committee and the Chairman of the Mathematics Department.

The Campbell University Tartan Club — Students are recommended for the award by the Campbell University Tartan Club.

The John Miller Cansler Scholarship Trust — Awarded to needy young men and women pursuing full-time course which leads to a Bachelor's or Master's degree.

The John Miller Cansler Handicapped Scholarship — Awarded to students pursuing full-time course leading to a Bachelor's or Master's degree.

The Carolina Bank Scholarship — The grantor is the Carolina Bank. Awarded to a student enrolled in Campbell University or Central Carolina Technical College who wishes to transfer to Campbell University's main campus in order to complete the requirements for the baccalaureate degree.

*The Ruth Carter Memorial Scholarship Fund — The student must be a ministerial student engaged in course study and preparation for the ministry.

*The Joan S. Cave and Joseph Daniel Cave, Sr. Living Endowment Scholarship Trust — The grantor is Joseph Daniel Cave, Sr. and Joan S. Cave. Awarded to needy young men and young women who are natives of North Carolina who are of Christian faith.

The Center Baptist Church Scholarship Fund of the Center Baptist Church of Wade, North Carolina — The grantors are the trustees of the Center Baptist Church of Wade, North Carolina. The award will be presented to a member of a family attending Center Baptist Church, any qualified person from the New South River Baptist Association, in that order.

The Nelle Rives Cheek Music Scholarship Fund — The donor is Nelle Rives Cheek. To provide scholarships for young men and women who are pursuing a course of study in the field of music.

The Carolyn Clark Memorial Scholarship Fund — The Grantor is Albert E. Clark. It is a scholarship presented to a female student who manifests an interest and ability in the field of religion, public service, in that order.

*The Crawford Rogers Coates Memorial Scholarship Trust — The grantors are Frances R. Coats, James R. Coats, and Taylor Bott Rogers (Mrs. Crawford S. Rogers). Awarded to a junior or senior student at Campbell University who has declared his major program of study to be history and who demonstrates academic ability and has a financial need.

The Iley Inscoe Crawley Memorial Scholarship — Awarded to a student who is a member of the Bear Swamp Baptist Church, resident of Halifax County, in that order.

*The Andy Creed Scholarship Trust — The grantors are Mr. and Mrs. A.B. Creed. Awarded to a male student whose interest and ability lies in the field of history or religion.

*The Herbert Stanley Croft Memorial Trust Education Scholarship — The donor is Bee Wright Croft. Priority of award to student enrolled in the Trust Education program. The student must be a second semester sophomore and have an overall 3.0 GPA.

*The Danner Family Scholarship — The grantors are the Reverend and Mrs. George D. Danner. The recipient must be a religious major, and the Danner's grandchildren, Crystal and Todd Danner, are to be given first consideration.

*The Hargrove B. Davis Golf Scholarship — The grantors are S. Paul Bryant and Joseph B. Wynns, Jr. The award is presented to a student attending Campbell University demonstrating exceptional skill and proficiency in golf.

The Dr. Luther Randolph Doffermyre Living Endowment Scholarship Trust — The grantor is Dr. Luther Randolph Doffermyre, Jr. To provide scholarships to worthy, needy young men and women.

*The Everette Lassiter Doffermyre Memorial Scholarship Trust — To provide scholarships to young men and women who have been accepted to study law at the Campbell University School of Law.

The Dr. Luther Randolph Doffermyre Living Endowment Scholarship Trust — The donor is Dr. Luther R. Doffermyre. Awarded to worthy, needy young men and women who have been accepted to study law at the Campbell University School of Law.

The Duncan, Sarah Gray and Virgil Ennis Memorial Scholarship Trust — To be awarded with first preference to students from Franklin County who demonstrate academic ability and financial need.

*The Elizabethtown Baptist Church Scholarship Trust — To grant a scholarship to a member of the Church, Baptist students who are members of the Bladen Baptist Association, Baptist student from North Carolina or any worthy Baptist student.

*The Lucille Lawrence Ellis Law School Scholarship Trust — Awarded to a student indicating academic ability, having financial need, and promising future usefulness in his community.

*The Lucille Lawrence and Waylon Scott Ellis Scholarship Trust — The grantor is Lucille Lawrence Ellis.

*The James L. Faison Memorial Scholarship — Awarded to a student indicating academic ability, having financial need, and having an interest in a business career at Campbell University.

The Howard Q. and Mescal S. Ferguson Scholarship Loan Fund — The grantor is Howard Q. Ferguson. To award scholarships to a student or students evidencing academic ability and having financial need.

*The Fitchett Memorial Scholarship Trust — The grantors are Robert Hall and Hope Fitchett Hall. Award of scholarship given to a worthy student with average grades.

The Ellen Barnes Floyd Scholarship Trust — Awarded to members of the baseball team who have executed scholarship ability, maturity, and leadership, and who through desire and sportsmanship have represented Campbell University in its athletic programs on and off the field; students representing Campbell in any of its sports programs; any worthy student, in that order.

The Macie Reagan Freeze Memorial Scholarship Trust — The grantors are Jack R. Harris and T.C. Homesley, Jr. To provide scholarships to young men and women accepted to study law at the Campbell University School of Law.

The Austre Cavazos and Walter Conrad Gass Social Science Scholarship — The donor is Austre Cavazos Gass. To award the scholarship to a student majoring in social science who has given indications of academic ability and financial need.

*The T. Harry Gatton Trust Scholarship Fund — The grantors are the Board of Trustees of Campbell University, the Trust Education Foundation of Campbell University, and the Southeastern Trust School. To be awarded to students having academic potential and financial need who have expressed an interest in the Trust Management program and plan a trust career.

The Ara Elmira J. Gilchrist Scholarship Fund — The grantor is Ara Elmira Gilchrist. To award financial assistance for needy and worthy

young men and women who are dedicating themselves to preach the gospel of Christ and who are majoring in religion at Campbell; those who are Christians entering the teaching professon will be considered, in that order.

*The Betty Byrd Green Music Scholarship Trust — The grantors are Mary G. Johnson, Paul E. Green, Dan H. Green, Gladys G. Sylvester, Cara Mae G. Couch, and Erma G. Gold. To award a student enrolled in Campbell University who displays ability and potential in the field of music.

The Gregg, Ruby Badgett and G. Edward Scholarship Trust — The grantor is Ruby B. Gregg. To award scholarships to worthy, needy young men and women accepted to study at Campbell University.

The Albert Cicero Greene and Aliene Swinson Greene Scholarship Trust — The grantor is Mrs. Aliene Swinson Greene. To award needy young men and women accepted to pursue a full-time course of study leading toward a law degree at Campbell University.

*The Grubb Family Scholarship — The donors are Donald H. and Jean F. Grubb. Awarded to a student interested in the field of business.

*The Valera Justice Hall and Stacy Buckner Hall Living Endowment Scholarship — The grantors are Hope Fitchett Hall and Robert Buckner Hall. To award scholarships in the order of preference to students of the Campbell University School of Law; graduate students; and undergraduate students.

*The Harmon, Eula Green and Rufus Benton Scholarship — An undergraduate scholarship awarded to students from the Coats, North Carolina area, Harnett County, North Carolina, and any North Carolina applicant, in that order.

*The Hartness, Blanton A. and Mamie Elizabeth Hunter Scholarship Trust — The grantor is Blanton A. Hartness of Sanford, North Carolina. Awarded exclusively to young men and women who have been accepted to study law at Campbell University.

*The Hatley, J. Paul and Bettie Herndon Scholarship Fund — Awarded to all qualified applicants from North Carolina and then all other qualified applicants.

The Mary Evelyn Andrews Haynes and James Franklin Haynes Scholarship Trust — The grantors are James Franklin Haynes and Mary Evelyn Andrews Haynes. To provide a scholarship to a ministerial student who has a financial need.

*The Juanita S. and Howard T. Hight Living Endowment Scholarship Trust — The grantor is Juanita Stewart Hight. Awarded to students pursuing a Bachelor's degree or Master's degree who are residents of Harnett County, North Carolina and of Christian faith, a native of North Carolina residing in North Carolina and who is of Christian faith, in that order.

*The Charles B. Howard and Alma D. Howard Scholarship Trust — The grantor is the Howard Memorial Christian Education Funds, Incorporated. Used exclusively to provide scholarships for Harnett County residents who have graduated from high school and for nonresidents of Harnett County who have graduated from a high school located in Harnett County.

*The John Stewart and Mary Cox Howard Scholarship Trust — The grantor is the Howard Memorial Christian Education Fund, Incorporated. Award limited to young men and women exclusively from Sampson County (residents) and for non-residents of Sampson County who have graduated from a high school located within Sampson County.

The Hoyle, Annie Canipe and Durham Memorial Scholarship Trust — The grantors are the Reverend James Baxter Sides, Anita Hoyle Sides, and James Christophe Sides. Awarded to a ministerial student who has financial need.

Ronald Hyatt — Awarded to a student from Latta, South Carolina to have first priority. Next, Dillon County, South Carolina. Next, a student from Knollwood Baptist Church, Winston-Salem, North Carolina, or University Baptist Church, Chapel Hill, North Carolina, or a former North Carolina Advancement School student, in that order.

*The Jackson-Delta Theta Phi Law Scholarship Trust — The grantor is the Robert C. Bryan Senate of the Delta Theta Phi Law Fraternity. Awarded to students attending the Campbell University School of Law, national members of the Delta Theta Phi Law Fraternity, and are members in the Bryan Senate.

*The Jackson, Evander Washington and Mina West Scholarship Trust — Awarded to students with a "B" average with priority to members of the Jackson family, members of Concord Baptist Church, and residents of Cumberland County.

*The Sue Weddle Jenkins-B.W. Memorial Scholarship Fund — Awarded to students demonstrating academic ability and financial

need with first preference to students demonstrating an active interest in business.

*The Robert Surles and Mattie McPherson Jernigan Scholarship — Awarded to students having demonstrated scholastic ability and financial need.

*The Alton Glenn and Mary Green Johnson Fine Arts Scholarship Fund — The grantors are Charles W. and Betty J. Cheek. Awarded to a student pursuing a course of study in one of more of the fine arts at Campbell University.

*The Dr. Ralph Johnson Scholarship — Preference given to students from Harnett and Johnston Counties.

*The Frances B. and Berles C. Johnson — Awarded to a worthy student indicating academic ability and having financial need.

The Johnson, Mildred Horner and E. Weldon Scholarship Trust — First consideration of award goes to young men and women who have been accepted by the school of law.

*The Rufus Warren Johnson — The grantors are Mt. Pisgah Baptist Church of Fayetteville, North Carolina and Rufus S. and Jean Sewell Johnson. Priority of award goes to high school graduates from Grey's Creek Community of Cumberland County, North Carolina. Next, to a qualified graduate from one or more of the Baptist Children Homes of North Carolina.

The Starr Johnson Scholarship

The Teresa Jones and Ulrich Jones Memorial Scholarship — The grantors are Thomas Lee Jones and Louise Rice Jones. Priority of award given to nieces and nephews or other relatives and direct descendants of grantors. If no relatives qualify, then the award may be given to any qualified student having academic ability and financial need.

*Joyner, The Ray M. and Ruby Baity Educational Endowed Scholarship grantor is Mr. Ray M. Joyner. To be awarded to students indicating academic ability and having financial need.

*Keith, Grace B. and Frederick R. Living Endowment Scholarship grantor is Frederick Rulfs Keith. To be used exclusively to provide scholarships to worthy, needy young men and women who are being accepted to the Campbell University School of Law.

*King Roofing and Manufacturing Corporation of Sanford Scholarship. To be based on academic ability, financial need, or

promise of usefulness with preference to employees, members of the immediate family of King Roofing and Manufacturing Corporation or a resident of Sanford, NC, in that order.

Koonce Scholarship Trust grantors are the children of Mr. and Mrs. Calvin L. Koonce, Sr. To be based on financial need and athletic ability.

*Lake Student Constitutional Scholarship grantor is I. Beverly Lake, Sr. To be used to fund an annual award to student in the School of Law at Campbell University who demonstrates exemplary achievement in the field of Constitutional Law.

*Lanier, Thomas Theron Memorial Scholarship Trust grantor is Thomas T. Lanier. To provide scholarships to young men and women selected to study at the Campbell School of Law.

*Layton Memorial Scholarship. To be awarded to students with preference given to students coming from Harnett County, if available.

Levinson, Sr., Louis L. and Golda M. Levinson and L. Lavelle Levinson, Jr. and Ann M. Levinson Living Endowment Scholarship Trust grantors are L. Lavelle Levinson, Jr. and Wife, Ann M. Levinson. To help worthy, needy young men and women with their tuition costs.

*Mamie Victoria Luther Scholarship. To be awarded to young men and women who have financial need.

Maravich, The Press and Helen Ann Athletic Scholarship grantor is Press Maravich. To be awarded to a female student who shows exceptional skill and ability in athletics with particular interest in the area of basketball. The student must show financial need.

*Marshbanks Scholarship Fund. Nominations for the award of this scholarship are based on need and academic ability.

McCall, Pearle K. and Fred, Jr., H.E.L.P. Scholarship Trust Fund grantors are Fred McCall, Jr. and Pearle K. McCall. To be awarded to students based on pursuit of full-time course of study leading to a Bachelor's or Master's Degree.

Wilma L. McCurdy Scholarship. To be awarded to resident of North Carolina; preference should be given to students from Stanly County, North Carolina.

*McIntyre, Robert Allen, Jr. Scholarship grantors are Sara McIntyre Bahner and T. Maxfield Bahner. To award a scholarship to the first

preference of a resident of Lumberton, North Carolina, second preference to a resident of Robeson County.

McLaurin, Brenda Elaine Trust grantor is Willie Mae McLaurin Green. To award student who manifests an interest and ability in physical education or biology.

McLean, The Archie W. Mid-South Bank and Trust Company Scholarship Trust grantors are Mid-State Bank and Trust Company, Mr. Joseph L. Wallace, Jr., Mr. Cecil W. Sewell, Jr. To be awarded to resident of one of the counties served by a branch of Mid-South Bank and Trust.

McLeod, John Alan, Jr., Journalism Scholarship. To be awarded to student or students enrolled at Campbell University displaying ability and potential in the field of journalism.

The Janice Daniles and Clifford Russell Miller Scholarship donors are Hilda Smith Cameron and Dwight Kim Johnson. To be awarded to students expressing an interest in the Trust Program.

*The John Robert Mitchell Memorial Scholarship Trust donors are Carlton T. and Miriam Mitchell. To award student indicating academic ability and financial need.

Mulkey, Edith C. and Raymond. L., Jr., Living Endowment Scholarship grantor is Raymond L. Mulkey, Jr. To give priority to student pursuing full-time course of study in School of Business, second priority to student enrolled at Campbell University.

The North Carolina Sheriffs' Association Undergraduate Criminal Justice Scholarship grantor is the NC Sheriff's Associaton. To show preference to resident of North Carolina who is the son/daughter of law enforcement officer killed in the line of duty. Award based on need, academic achievement and son/daughter of Sheriff or Deputy Sheriff who is deceased, retired or currently active in NC law enforcement. To be awarded to any criminal justice major who is a resident of North Carolina.

*Olive-Pearson Fund donor is the will of Eugene Irving Olive. To be based on character, need and promise of future helpfulness.

*Dorothea Van Deusen Opdyke Scholarship. To be awarded to show preference to Baptist student and resident of mountain area.

*The George Washington O'Quinn and Mary Patterson O'Quinn Memorial Scholarship donor is Lola O'Quinn. To provide priority of award to bonafide resident of Harnett County who has graduated

from Western Harnett High School. Next, to be awarded to bonafide resident of Harnett County who graduated from high school in Harnett County.

*The Theresa Lela and Lillie Page Memorial Scholarship. To be awarded to a student based on academic ability and having financial need.

Parrish, The C. Gilmer and Jean Cash Scholarship grantors are C. Gilmer Parrish and Jean Cash Parrish. To provide scholarships to young men and women who are law graduates or undergraduates, in that order.

*Paschal, Mary Scholarship. To be awarded with the following priorities: Christian students from Siler City, Sanford and Chatham County, Buncombe County, North Carolina, or anywhere in the United States, in that order, majoring in education, religion, social sciences, trust management, or law, in that order.

*The Winston and Winnie Pearce Scholarship Trust donors are J. Winston and Winnie R. Pearce. To be awarded with preference to lineal descendants of J. Winston and Winnie R. Pearce.

The Addie White Peedin Scholarship Trust donor is Mrs. Addie White Peedin. To award scholarship with preference to members of First Baptist Church, Smithfield, North Carolina or student from Johnston County, in that order.

*Perry, D. Russell and Gertrude M. Memorial Scholarship Trust grantors are D. Russell and Gertrude M. Perry. Priority of award to students demonstrating academic ability and financial aid and enrolled in the School of Law.

*Phillips, The Diffie Cummings and Martha Speas, Endowed Scholarship. Priority of award to student in School of Law having need and scholastic abilty.

*Poe, Saluda and Orren David Scholarship Fund grantor is Orren David Poe, Sr. To be awarded to student in Department of Education having academic potential and financial need.

Poole, Tina Walker and William Henry, Sr., Scholarship Trust. Priority of award to students having received a calling to the Christian ministry and are members of the Baptist denomination.

*Popes Family Center Business Scholarship grantor is William R. Pope, President. Priority of award to student who might not otherwise be able to complete his education except for this award.

The Harry Hymrick Prince Scholarship grantor is Mrs. Ruth Prince. Priority of award to ministerial students or students indicating ability and having financial need.

The Stephen White Prince Scholarship donor is Mrs. Ruth Prince. Priority of award to ministerial student(s) indicating academic ability and having financial need.

The Joseph Riley and Ruby Edwards Puckett Help Memorial Scholarship donors are Reverend Joseph Riley Puckett and wife Ruby Edwards Puckett. Priority of award to male ministerial student indicating academic ability and having financial need, resident of Johnston County, or resident of Harnett County, in that order.

*Purser, Ruth Blue and Roy Matheny Purser, S. Living Endowment Scholarship Trust grantor is Ruth Blue Purser. Priority of award to needy, worthy young men and women.

Peggy Haynie and P.C. Purvis Living Endowment Scholarship Trust donors are Dr. P.C. Purvis and wife Peggy Haynie Purvis. Priority of award to eligible grandchildren of Dr. and Mrs. P.C. Purvis and/or to the eligible descendants of Dr. and Mrs. P.C. Purvis, members of First Baptist Church of Fairmont, North Carolina, or residents of Robeson county, in that order.

*Respass, The Lloyd Bryan Memorial Scholarship Trust grantors are Lloyd P. Respass and wife, Verna Bryan Respass. Priority of award to high school students enrolling at Campbell University who are relatives of Lloyd P. Respass and Verna Bryan Respass. Second priority should be given to students who are graduates of White Oak High School, or Onslow County, North Carolina, in that order.

Rhyne, The Eunice Borders and Clyde J. Scholarship Trust grantor is Mr. Clyde J. Rhyne. To provide scholarship to worthy, needy young men accepted to Campbell University.

Richards, The Ruth Jordan and John l. Scholarship Loan Fund grantor is Ruth Jordan Richards. Priority of award to students who reside in Franklin County and/or Wake County who are relatives of Ruth Jordan Richards and John L. Richards. Second priority to any qualified student having academic ability and indicating financial need.

Roberts, Mack Evangelistic Association Scholarship grantor is Mack Roberts Evangelistic Association, Incorporated. Priority of award to married, ministerial students from Cumberland County and Bladen County, in that order.

*Rozar Scholarship Trust. Priority of award to Pre-Law, Business Law or Business Administration students, in that order.

*Rumley, Ellen Amanda Memorial Scholarship Fund grantors are Howard and Meschal Ferquson. To be awarded to student indicating academic ability and having financial need.

The Ernest Paschal Sauls Student Endowed Scholarship Fund donor is Ernest Paschal Sauls. To be awarded to student indicating good academic ability and who has financial need.

*Chloe Avery and George Thomas Scott Scholarship. Priority of award to niece or nephew of Mrs. Scott, resident of Live Oak Community, or Johnston County resident, in that order.

Alice Pruitt Shouse Scholarship. Priority of award to students from Forsyth County, Piedmont region of North Carolina, and any North Carolina student, in that order.

*James M. and Alice Pruitt Shouse Scholarship. Priority of award to students of Forsyth County, North Carolina, Piedmont region of North Carolina, and any North Carolina student, in that order.

*Small, Elgie Lee May and Lonnie Dalton Small Living Endowment Scholarship Trust grantors are Elgie Lee May Small and Lonnie Dalton Small. Priority of award to Law School students, graduate students, and undergraduate students, in that order.

Small, Kathy C. and John Calvin Small Living Endowment Scholarship Trust grantors are John Calvin and Kathy C. Small. To be awarded to student demonstrating need who has been accepted to Campbell University.

*Maxcey Dalton and Lillian Davis Small Scholarship Trust. Priority of award to student from Columbus County or any student with ability, in that order.

Small, Ruth C. and Willard D. Small Living Endowment Scholarship Trust grantors are Willard Davis Small and Ruth Cribbs Small. To be awarded to worthy, needy young men and women.

Small, Elgie Lee May and Lonnie Dalton Living Endowment School of Pharmacy Scholarship grantors are Elgie Lee May Small and Lonnie Dalton Small. To award students who have been accepted to pursue a full-time course of study leading toward a degree in pharmacy at Campbell University.

*Smith, Thomas J. and Adeline Keith Living Endowment Scholarship grantors are Thomas J. Smith and Adeline Keith Smith Living

Endowment Scholarship. Priority of award to students who are residents of Robeson, Bladen, Cumberland, Harnett and Sampson Counties, in that order.

*Willie Mae and A. Clay Smith Scholarship. Priority of award to students from Kernersville, North Crolina, area of Forsyth and Guilford Counties who express an interest in pursuing nursing or medicine as a career, and to other students, in that order.

*Soles, Myrtle Norris and Robert C. Living Endowment Scholarship Trust grantors are Myrtle Norris and Robert C. Soles. Priority of award to young men and women from Columbus County, North Carolina. Second priority: Eligible students enrolled in Campbell University.

*South Carolina Foundation of Independent Colleges. Priority of award to aid students from South Carolina, then to students from any state, in that order.

*Stephens, Alford Pope and Mary Stephens Stephens Living Endowment Scholarship Trust grantor is Mrs. Mary Stephens Stephens. Priority of award to students pursuing Bachelor's Degree in church music or Christian education. First preference to residents of Robeson County, in that order.

*Stephenson, Elise M.K., Memorial Scholarship Fund. To be awarded to student in financial need.

*Stephenson, The Grace and Gilbert Thomas Scholarship Fund. To award student having academic potential and having financial need. Priority shown to students who have expressed an interest in the undergraduate Trust Education Program at Campbell University.

*Stovall, James F. and Caroline Trust. To be awarded to sophomores, juniors and seniors demonstrating financial need.

Strickland, H. Paul and Dee M., Scholarship. To award students of the Campbell University School of Law.

*J. Hunter and Mabel C. Strickland Memorial Scholarship. Priority of award to worthy Baptist students from Four Oaks and Johnston County, eastern North Carolina, North Carolina, North Carolina (without regard to denomination), United States, and from any country. Also, to be granted to undergraduate students with emphasis on business and religion or to graduate and law students, in that order.

*Algernon S. Sullivan Scholarship — To award a scholarship to a male student on a unique basis selected by the University in realization of their spiritual qualities.

*Mary M. Sullivan Scholarship — To award a scholarship to a female student on a unique basis selected by the University in realization of their spiritual qualities.

*Tatum, Mr. and Mrs. D.M. Priority of award to qualified applicants from Elizabethtown Baptist Church, Elizabethtown Community, Bladen County, White Oak Community, Bladen County, and Bladen Community, in that order.

*Taylor, Fred L. and Alliene Fresh, Endowed Scholarship Trust. To be awarded to student enrolled in Campbell University School of Law.

*Terrell, William Solomon Scholarship Trust. Priority of award to applicants who are children of veteran alumni who have been accepted to Campbell, student (s) who is a child of a veteran, or ROTC student enrolled at Campbell University indicating need, in that order.

*Thompson, The Horace Graham Memorial Scholarship Fund. Priority of award to nominee by the Department of Religion, resident of North Carolina, student of senior class status with 2.5 GPA, and declared major who has indicated a desire to enter the ministry, in that order.

Thompson, Iris Rose and Ernest Alan Living Endowment Scholarship Trust grantors are Ernest Alan Thompson and Iris Rose Thompson. Priority of award to students who are natives of North Carolina and are of the Christian faith.

Townsend, Dr. Gordon L. and Mary Eunice Sorrell Living Endowment Scholarship Trust grantors are Dr. Gordon L. Townsend and Mary Eunice Sorrell Townsend. To be awarded to worthy, needy young men and women pursuing full-time course of study at Campbell University.

J. Leroy and Lucy Bullard Townsend Living Endowment Scholarship Trust grantor is Lucy Bullard Townsend. Priority of award to residents of Robeson County or of some other eastern North Carolina county with preference to counties bordering Robeson County, in that order.

*Wade Baptist Church Financial Aid Fund. Priority of award to a member of a family in Wade Baptist Church who has received the

Christian calling to ministry or to a student who has received the Christian calling, in that order.

*Dorothy Jones Watson Living Endowment Scholarship Trust donor is James Earl Watson. To be awarded to worthy, needy young men and women accepted at Campbell University for full-time study leading toward the Bachelor's or Master's Degree.

*James Earl Watson Living Endowment Scholarship Trust donor is James Earl Watson. To be awarded to worthy, needy young men and women who have been accepted at Campbell University to pursue a Bachelor's or Master's Degree.

White, The Inez Holland and Roger A. White Scholarship Trust grantor is Roger A. White. To be awarded to students indicating academic ability and financial need.

*Wiggins, The Mildred Harmon and Norman Adrian Scholarship. Priority of award to deserving law student from Coats, North Carolina area, from Harnett County, or North Carolina, in that order.

The Mildred Harmon and Norman Adrian Wiggins Campbell University School of Pharmacy Scholarship Trust grantors are Mildred Harmon and Norman Adrian Wiggins. To provide scholarship for student attending the Campbell University School of Pharmacy.

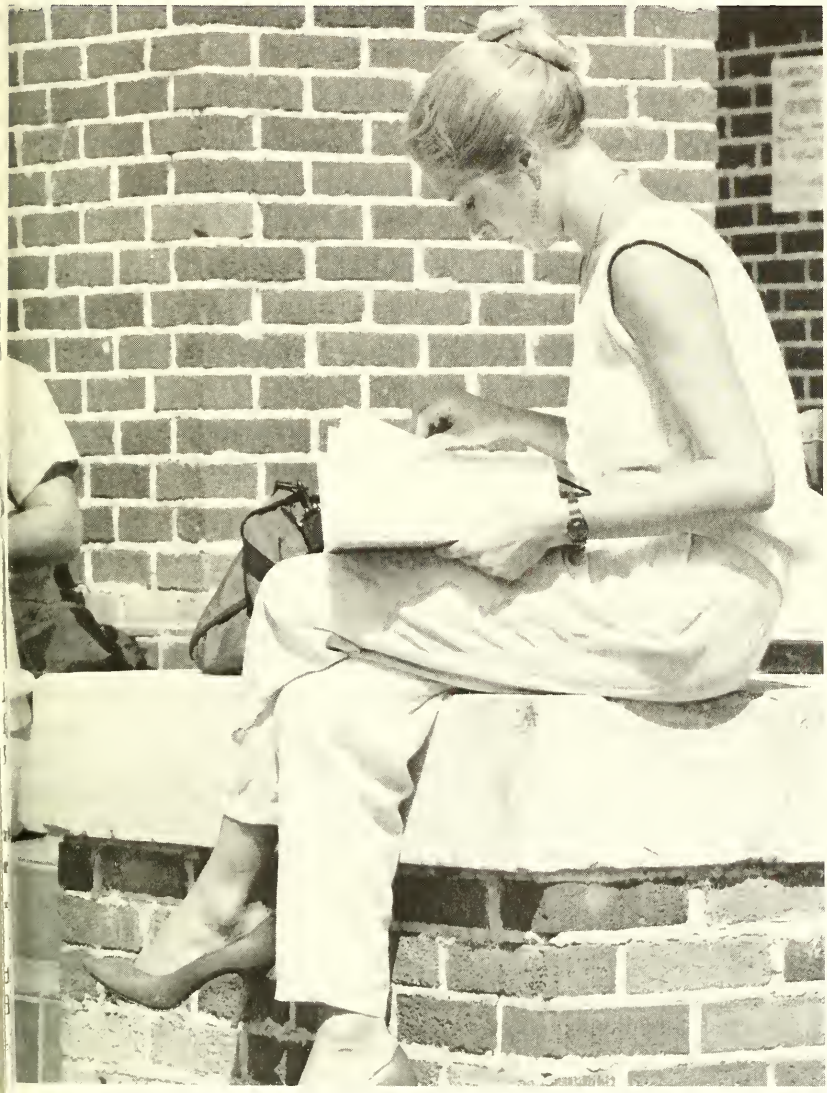
*The Walter James and Margaret Chason Wiggins Memorial Scholarship Fund of the Kinnett Memorial Baptist Church. Priority of award to members of the Kinnett Memorial Baptist Church, Baptist students who are members of the Mount Zion Association, Baptist students from North Carolina, and any worthy Baptist students, in that order.

*Williams, I.R. Memorial Scholarship Trust grantors are I.R. Jr., and Rogers Tyler Williams. To provide scholarships to young men and women who have been accepted to study law at Campbell University School of Law.

*Williamson, Virginia A. and Odell Living Endowment Scholarship Trust grantor is Odell Williamson. Priority of award to young men and women of Brunswick and Columbus Counties of Christian faith, or native North Carolinians of the Christian faith, in that order.

Willoughby, Mildred S. and Clarence C. Living Endowment Scholarship Trust grantor is Clarence C. Willoughbly. Priority of award to residents of Columbus County, then to any eligible, needy, worthy student.

4. Academic Program



DEGREE REQUIREMENTS

BACHELOR'S DEGREES

Campbell University offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Applied Science, and Bachelor of Health Science degrees.

A candidate for a Bachelor's degree must:

1. Demonstrate evidence of good character.
2. Complete the General Curriculum required for the specific degree.
3. Satisfy the Cultural Enrichment Program attendance requirement.
4. Complete a minimum of 12 semester hours in the departmental major at Campbell.
5. Achieve a point average of 2.0 on all work attempted. In addition a 2.0 average is required for all work attempted at Campbell and in the major.
6. Complete 128 semester hours of which the last 32 must be earned at Campbell.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

From time to time changes are made in General Education requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted as well as to all students who reenroll after a period of absence.

DOUBLE MAJORS AND MINORS

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second

semester of the sophomore year. Requirements for the major vary by department. It is possible to complete the requirements for two majors while in residence; however, this sometimes requires a ninth semester of work. Qualification in two majors does not entitle one to two degrees. Students who desire qualification in two major fields must have the approval of both of the appropriate department chairmen. The student must select in writing one department's requirements as governing. In the event of misunderstandings or conflicts with respect to requirements, the chairman of the governing department will resolve the problem. In the case of duplicate requirements, the student may be released from the course requirement by the department chairman of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.000 average before starting a double-major program.

Students may also elect to earn a minor field. Requirements for this are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours including a minimum of five courses. Variations will be determined by the appropriate department. The student must designate his major and minor fields in writing to the Registrar at the time of application for graduation. There is no Grade Point Average requirement to meet before commencing work on a minor.

ASSOCIATE IN ARTS DEGREE

A candidate for the Associate in Arts degree must have demonstrated evidence of good character and complete the prescribed work with a minimum residence requirement of sixteen semester hours.

A candidate for the Associate in Arts degree must complete 64 semester hours with a 2.0 grade point average on all work offered for graduation and must have a 2.0 grade point average on 80 percent of all work attempted.

THE GENERAL CURRICULUM

The General Curriculum includes courses representing all liberal arts disciplines. The purpose is to provide students the opportunity to acquire skills, experience, and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience and enjoy the good life motivated by tolerance and concern for others.

Students pursuing the Bachelor of Arts, Bachelor of Science, and *Bachelor of Business Administration Degrees must complete all courses in the General Curriculum.

DISCIPLINES	NUMBER OF COURSES REQUIRED
Fine Arts	
Art 131, Music 131, or Drama 131	1
Humanities	
English 111, 112, (111 may be waived for students with a SAT verbal of 500+ and a B average in high school English)	1-2
English and/or American Literature (one course in foreign literature may be substituted for one literature course)	2
*Foreign Language 111, 112 (If a student begins a new language, 101, 102, and 111 must be completed)	2-3
Religion 101 and any additional religion course	2
History 111 and 112	2
Mathematics and Science	
Two mathematics courses numbered 111 and above as selected by the major department (one course may be selected from 225, Math 275, or Phil. 221); or Math 122	1-2
Two laboratory science courses from Biology, Chemistry, Geology, or Physics	2
Physical Education	
Physical Education 185 (2 hours) and any activity course (1 hour)	2
****Social Science/Humanities Option**	
Economics, Geography, Psychology, Government, History, Sociology, and/or Philosophy	2
Total General Education Hours	50-59 Semester Hours

*Students pursuing the Bachelor of Business Administration degree are required to complete two foreign language courses which may be met by presentation of two or more high school units in the same language.

**Students are required to complete only two courses and may take any mix of disciplines to meet the requirement.

CEP ATTENDANCE

The Campbell University Cultural Enrichment Programs represent an attempt to facilitate communication within the university, to contribute to the cultural and educational atmosphere of the campus, and to stimulate religious search and commitment. Programs will be offered in several categories which implement this stated goal: Worship/ Theology; Convocation/Lectures; and Fine Arts. Twenty-four Cultural Enrichment Programs are planned for a given semester. The student is required to attend the C.E.P. four of the semesters while at Campbell. Students transferring in with Freshman or Sophomore status must fulfill the C.E.P. requirements as stated. Students transferring to Campbell University after their Sophomore year will attend two semesters of C.E.P. Students who are attaining an Associate degree will attend two semesters of C.E.P. The student receives one-half hour credit for each semester of C.E.P. attendance. The grade will depend upon the number of absences.

Each student must satisfy the C.E.P. requirement to be eligible for graduation.

BACHELOR OF ARTS DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the appropriate academic department listed in this *Bulletin.*

The Bachelor of Arts Degree is awarded to students in the following majors:

College of Arts and Sciences
- Church Music
- Communications
- Composition
- Comprehensive Music
- English
- French
- Government
- History
- Music Education
- Piano Pedagogy
- Religion
- Religion and Philosophy
- Religious Drama

Spanish
Theater
The Lundy-Fetterman School of Business
Economics

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the appropriate academic discipline listed in this *Bulletin*.

The Bachelor of Science degree is awarded to students in the following majors:

College of Arts and Sciences
Biology
Chemistry
Geology
Mathematics
Medical Technology
Social Science

The Lundy-Fetterman School of Business
Business Education (Basic)
Economics

School of Education
Elementary Education (Early Childhood, Intermediate, Middle Grades)
Psychology
Home Economics
Physical Education
Church Recreation
Clothing, Textile-Fashion Merchandising
Home Furnishing Merchandising
Food Service Management
Military Science
Social Services
Social Work
Sociology

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

Students must complete the General Curriculum along with major and elective requirements to total 128 semester hours. Major requirements are included in the Lundy-Fetterman School of Business section of this *Bulletin*.

The Bachelor of Business Administration degree is awarded to students in the following majors:

Accounting
Business Administration
Data Processing
Trust Management

BACHELOR OF APPLIED SCIENCE DEGREE REQUIREMENTS

The Bachelor of Applied Science Degree is awarded to students transferring up to 64 semester hours from an accredited Associate of Applied Science program. Majors are offered in Human Sciences and Science Technology.

Course requirements include:

Cultural Background and Environment		**HOURS**
History 111-112	Western Civilization	6
Sociology 340	Family	3
Sociology 345	Anthropology	3
Religion 101	Introduction to the Bible	3
Religion 222 Religion 224 Religion 344 Religion 334	Basic Christian Beliefs, or Basic Christian Ethics, or Sociology of Religion, or American Christianity	3
Art 131 Music 131	Introduction to Art, or Music Appreciation	3
English 445 English 440	Contemporary Fiction, or History of the American Novel	3
Government 229 Government 230	The National Government, or State and Local Government	3
Physical Environment		
Natural Science, plus		4*
Geography 113 Geology 115	Geography, or Introduction to Environmental Problems	3
PE 185	Foundations	2

Business Environment		
ECON 224	Economics	3
BA 331	Principles of Management, or	
BA 332	Personnel Management	3
ECON 357	Public Finance	3*
ECON 454	Labor Economics, or	
BA 400	Human Behavioural Laboratory	3
Psychology 365	Industrial Psychology, or	
Psychology 364	Psychology of Personality, or	
Psychology 232	Social Psychology	3
Skills Group		
CIS 225	Introduction to Data Processing, or	
CIS 226	Basic Programming	3
Math 160	Elementary Statistics	3
Electives*		
Chosen in consultation with advisor to total		128 hours*

* Science Technology major requires 12 hours of science and must substitute appropriately.

N. B. Students without acceptable credits in English will be required to satisfy core curriculum requirements in English for resident students in the BA and BS degree programs.

BACHELOR OF HEALTH SCIENCE DEGREE REQUIREMENTS

The Bachelor of Health Science degree is awarded to students transferring up to 64 semester hours from an approved Allied Health program.

Course requirements include:

Core Curriculum	**36-40 HOURS**
English 111-112	3-6
Literature	3
Religion 101	3
Math/Science (3 courses, to include both areas)	10-11
Fine Arts	3
Social Science	3
History	6
Psychology	3
P.E. 185	2
Physical Education Activity Course	1
Cognate Courses	15-23
Professional and/or technical courses - up to	64
Approved electives to total	128

COLLEGE OF ARTS AND SCIENCES

Dean: Dr. Walter S. Barge, Sr.

Department Chairmen:

Biology: Dr. Steven H. Everhart (Acting)
Chemistry/Physics: Dr. James M. Jung
English/Communications: Dr. A. Scott Garrow
Fine Arts: Dr. Paul M. Yoder
Foreign Languages: Dr. David M. Steegar (Acting)
Geology: Dr. Robert C. Hope
Government/History: Dr. James L. Abrahamson
Mathematics: Mr. Harold C. Bain
Physical Education and Health: Dr. Harry E. Larche
Religion and Philosophy: Dr. Charles A. Allen, Jr.

BIOLOGY

PROFESSOR: DR. BEARD
ASSISTANT PROFESSORS: MRS. MCCALL, DR. EVERHART (ACTING CHAIRMAN), MS. THOMPSON

Requirements for the Bachelor of Science Degree with a Major in Biology

A major in biology may be obtained either within a general, medical-technology, teacher certification, or pre-professional curriculum. The major consists of a minimum of 32 semester hours and includes Biology 111, 202, 203, 327, 324, and 430 or 437.

Ancillary requirements include Mathematics 112, 160, Chemistry 111, 113, and 207 or 227 and 228; and Physics 221-222 or Physics 251-252; Mathematics 122 is an additional requirement in the pre-professional curriculum.

Students in Secondary Education may receive an endorsement in biology by satisfactory completion of the following courses: Biology 111, 112, 327, 342, and 224 or 241.

111. Basic Biology (4).
An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Prerequisite to all other biology courses.

Courses numbered 112 to 299 are open to all students who hold credit for Biology 111.

112. Human Biology (4).
A study of man from the standpoint of body structure and function, cultural development and biological relationships. (See Biology 221).

118. Principles of Biology and Earth Science for Elementary Education Majors (4)
See Science Education 118.

202. General Botany (4).
A first level study of plant biology, concentrating upon flowering plants, and proceeding to a survey of diversity and relationships among plants, fungi, and bacteria, with emphasis on their roles in the biological economy.

203. General Zoology (4).
The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution.

221. Human Anatomy and Physiology (4).
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Credit may not be received for both 112 and 221.

224. Vertebrate Natural History (4).
Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of the vertebrates in their natural habitats is emphasized.

226. Ornithology (4).
Bird identification, classification, evolution, ecology, behavior, and life histories will be emphasized. The study of birds in their natural habitats will be emphasized during the laboratory periods.

241. Field Botany (4).
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy.

298, 299. Independent Study (1, 1).
The investigation of a biological research problem under the supervision of an instructor. Intended for secondary education majors and science majors having minimal biology course work and background. Emphasis will be given to the scientific method and experimental methodology in its various forms. Prerequisite: Biology 111 and permission of the instructor.

320. Developmental Anatomy (4).
An integrated approach to the study of comparative vertebrate anatomy and embryology. Prerequisite: Biology 203.

327. Ecology (4).
A study of the interactions which determine the distribution and abundance of organisms. Prerequisites: Biology 202 and 203, Chemistry 111, and Mathematics 160; or permission of the instructor.

331. Invertebrate Paleontology (4).
See Geology 331, Prerequisites: Biology 202, 241, or Geology 112; or permission of the instructor.

332. Paleobotany (3).
See Geology 332. Prerequisites: Biology 202, 241, or Geology 112; or permission of the instructor.

334. Microbiology and Immunology (4).
An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health and disease. Prerequisites: Chemistry 113; Organic Chemistry recommended.

424. Genetics (4).
A study of heredity. Prerequisites: Chemistry 113, and eight hours in Biology; or permission of the instructor.

498, 499. Independent Study (1, 1).
The investigation of a biological research problem under the supervision of

an instructor. Intended for secondary education majors and science majors having minimal biology course work and background. Emphasis will be given to the scientific method and experimental methodology in its various forms. Prerequisite: Biology 111 and permission of the instructor.

430. Biochemistry and Cell Physiology (4).
An introduction to the chemistry, physics, and functional organization of cells. Prerequisites: Physics 222 and Chemistry 207, or 227-228.

437. Animal Physiology (4).
An analysis of physiological mechanisms in animals, with emphasis on the organ level of organization. Prerequisites: Biology 203, Chemistry 111-113, and Physics 222 or 252. Biology 320 suggested.

447-448. Biology Thesis (2, 2).
The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

460. Special Topics (1-4).
Investigation of an important aspect of modern biology under the supervision of a staff member. Students may register for this course only by prior arrangement with the instructor.

CHEMISTRY/PHYSICS

PROFESSOR: DR. JUNG
ASSOCIATE PROFESSORS: DR. HORNER, DR. NELSON, DR. PETERSON

Requirements for a major in Chemistry: A candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 327, 328 or 331, 334, 451, and 452 for a total of thirty-four semester hours. Additional courses numbered above 228 are highly recommended for those who are considering studies beyond the Baccalaureate degree. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the second course in Physical Chemistry, the third course in Calculus and take the calculus-based Physics.

Requirements for a minor in Chemistry: A minor in Chemistry may be obtained by satisfactorily completing Chemistry 111, 113, and three additional four-semester-hour laboratory courses numbered above 200.

Requirements for a Teacher's Certificate: Those who seek certification to teach Science in secondary schools should consult with members of the Education Department for specific requirements for certification with a concentration in a particular area of Science, and for professional education courses required of prospective teachers.

Requirements for an Endorsement in Chemistry: These requirements may be met by satisfactorily completing the following courses: Chemistry 111, 113, 215, 207, (or 227), and 331.

Requirement for a degree in Medical Technology: A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliating hospital. Upon successful completion of the four year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the sciences have become a prerequisite for gaining admission to the Schools of Medical Technology.

Requirements for the Bachelor of Health (BHS) and Bachelor of Applied Science (BAS): The BHS and BAS degrees are offered to candidates who have completed the Associate of Arts (AA) degree from technical institutes and hospitals. Requirements for the two degrees are rather specific and depend upon the particular area in which the AA certificates were obtained. Normally two years of study at Campbell are necessary. Details may be obtained from the departmental advisor(s).

111. General Chemistry (4).
A broad overview of various divisions of Chemistry with emphasis on the fundamental principles and theories of inorganic chemistry. (Fall)

112. Consumer Chemistry (4).
A better understanding of some of the chemistry involved in subjects that should be continual concern to consumers of such things as: energy, food, drugs, air, water, and other products of a technological world. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring).

113. Qualitative Analysis (4).
The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111. (Spring).

117. Principles of Chemistry and Physics for Elementary Education Majors (4).
See Science Education 117.

207. Elementary Organic Chemistry (4).
An introductory course designed for nurses, some medical technology students, some candidates for teacher certification, and others who desire a one-semester survey of organic chemistry. Prerequisite: One year of college chemistry.

215. Quantitative Analysis (4).
A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall)

227, 228 Organic Chemistry (4, 4).
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite: Chemistry 113. (Fall, Spring) (NOTE: There may be evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

327, 328 Separation and Analysis in Organic Chemistry (4, 4).
Presents both in theory and in practice, the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry. (Fall, Spring)

331. Inorganic Chemistry (4).
A course dealing with descriptive and theoretic inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215. (Spring)

334, 435 Physical Chemistry (4, 4).
The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 222. (Spring, Fall)

429. Organic Preparations (2).
A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

431. Inorganic Preparations (2).
A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

445, 446. Chemical Research (2-4).
An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1, 1).
Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

PHYSICS

221, 222. General Physics (4, 4).
Classical mechanics, heat, sound, and electricity with an introduction to modern Physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor.

251, 252. Fundamentals of Physics (4, 4).
The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite: Math 222. Corequisite: Math 223, or permission of instructor.

ENGLISH AND COMMUNICATIONS

ASSOCIATE PROFESSORS: DR. GARROW (CHAIRMAN), DR. RICHARDSON, MS. STEWART, MS. WHITLEY
ASSISTANT PROFESSORS: DR. CLERE (on leave), DR. POSTON, DR. VAUGHAN
INSTRUCTORS: MR. HUNDLEY (on leave)
PART-TIME INSTRUCTORS: MS. HILTON, MR. TATOS

English Requirements in the General College Curriculum

All students must complete English 111-112 (Freshman Composition) and 6 hours of 200-level courses in English or American literature. English 111 or equivalent placement) is a prerequisite for English 112, and English 112 is a prerequisite for the 200-level literature courses. Students may take any two of the 200-level literature courses in any order. However, the English Department recommends that students take either English or American literature in the appropriate sequence. Should they choose to do so, students may substitute one 200-level Foreign Language literature course for one literature course in English.

Entering Freshmen may exempt English 111 if their verbal SAT scores and high school grades meet certain standards. Such students will begin with English 112. Other students must enroll in English 110 if their verbal SAT scores and/or high school records dictate. (See General College Curriculum requirements for details.)

Requirements for the Bachelor of Arts Degree with a Major in English

The student majoring in English must complete a minimum of 36 hours in English beyond English 112 with an overall average of "C" or better. Grades below "C" will not count towards the satisfaction of the 36 hours. Included in the 36 hours must be the following:

A. English 221, 222 (English Literature)

B. English 223, 224 (American Literature)

C. Either English 310 (Creative Writing), 312 (Advanced Writing and Rhetoric) 315 (Modern Grammar), or 500 (History of the English Language)

D. 12 hours from areas I, II, and III listed below and distributed as follows: 6 hours from area I, 3 hours from area II, 3 hours from area III

I. English 405 (Chaucer), 415 (Shakespeare), 418 (English Drama), 420 (Milton), 422 (Eighteenth-Century English Literature), 512 (Renaissance)

II. English 423 (History of the English Novel), 425 (Romantic Poetry and Prose), 430 (Victorian Poetry and Prose)

III. English 440 (History of the American Novel), 445 (Contemporary Fiction), 450 (Modern British and American Poetry), 455 (Southern American Literature)

Requirements for Teacher Certification

The English major with teacher certification differs from the above in that English 312 (Advanced Writing and Phetoric) and English 315 (Modern Grammar) are required, the student must take English 453 (Methods of Teaching English) in addition to the 36 hours required of the major, and the teaching major must maintain a 2.5 grade point average in the major courses. The teaching major must also complete the certification requirements of the School of Education.

Requirements for an Endorsement in English

The following English courses constitute the minimum requirements for an endorsement in English:

A. 6 hours from English 221, 222, 223, 224

B. 3 hours from English 310, 312, 315

C. 12 hours from areas I, II, III, listed above.

D. English 453 (Methods of Teaching English)

Requirements for the Bachelor of Arts Degree with a Major in Communications

The English/Communications major combines a traditional English curriculum with training and practical experience in several areas of Communications. Students majoring in Communications may choose to specialize in one of three Communications tracks:

A. Broadcast Sales and Management

B. Journalism

C. Public Relations

Majors in each of these three tracks will complete a core requirement of English/Communications courses consisting of the following:

A. 6 hours from English 221, 222, 223, 224

B. 12 hours from Areas I, II, III listed above

C. 301 (Introduction to Journalism), 312 (Advanced Writing and Rhetoric), 335 (Introduction to Broadcasting)

Requirements for a Specialization in Broadcast Sales and Management

In addition to the core requirement listed above, students will complete the following courses:

A. 326 (Principles of Radio and Television Programming), 327 (The Laws and Ethics of Broadcasting), 330 (Broadcast Operations), 360 (Broadcast Sales and Advertising)

B. 331 and 332 (Telecommunications Projects)

C. 465 (Internship)

D. Economics 224, Business Administration 331, Business Administration 332

Requirements for a Specialization in Journalism

In addition to the core requirement listed above, students will complete the following courses:

A. 302 (Advanced Journalism), 327 (The Laws and Ethics of Broadcasting), 456 (Photojournalism Seminar), 456 (Journalism Seminar)

B. 331, 332 (Telecommunications Projects)

C. 465 (Internship)

D. Economics 223

Requirements for a Specialization in Public Relations

In addition to the core requirement listed above, students will complete the following courses:

A. 302 (Advanced Journalism), 306 (Public Relations), 326 (Principles of Radio and Television Programming), 327 (The Laws and Ethics of Broadcasting), 330 (Broadcast Operations), 355 (Writing for Radio and Television), 360 (Broadcast Sales and Advertising)

B. 331, 332 (Telecommunications Projects)

C. 465 (Internship)

Requirements for a Minor In English

The following courses constitute the minimum requirements for a minor in English:

A. 6 hours from English 221, 222, 223, 224

B. English 312 (Advanced Writing and Rhetoric)

C. 12 hours from Areas I, II, III listed above

D. 3 additional hours from the English curriculum beyond English 112

Requirements for a Minor In Communications

The following courses constitute the minimum requirements for a minor in Communications:

A. 6 hours from English 221, 222, 223, 224

B. 301 (Introduction to Journalism), 302 (Advanced Journalism), 312 (Advanced Writing and Rhetoric), 325 (Introduction to Broadcasting), 327 (Laws and Ethics of Broadcasting)

C. 3 additional hours from the Communications curriculum

D. 3 hours from Area I, II, or III

Departmental Honors

The Department of English and Communications offers eligible majors the opportunity to graduate with honors in English or Communications. The honors program enables the student to pursue a special program of course work and research tailored to the student's particular area of interest. Interested students should contact the department chairman for specific requirements.

ENGLISH/COMMUNICATIONS COURSES

101, 102. English for Foreign Students (3, 3).
Designed to give the non-native speaker of English the language and composition skills necessary to perform successfully in college-level work. Offered on demand.

110. Fundamentals of Grammar and Composition (3).
A development course designed to provide students with the composition skills necessary to perform at the college level.

111. Freshman Composition (3).
A course designed to make the student proficient in written composition.

112. Freshman Composition (3)
A course designed to provide continued development in communication skills and to introduce the student to fiction, poetry, and drama, Prerequisite: 111 or appropriate placement score.

221. Survey of British Literature (3).
A comprehensive survey of British literature from *Beowulf* through the eighteeth century: Prerequisite: 112.

222. Survey of British Literature (3).
A comprehensive survey of British literature from the Romantic period to the present. Prerequisite: 112.

223. Survey of American Literature (3).
A comprehensive survey of American Literature from the Colonial period to 1865. Prerequisite: 112.

224. Survey of American Literature (3).
A comprehensive survey of American Literature from 1865 to the present. Prerequisite: 112.

301. Introduction to Journalism (3).
History, careers, the basics of interviewing, reporting, editing, newswriting, and Associated Press style. Open to all students.

302. Advanced Journalism (3).
Writing features, editorials, and reviews for newspapers and magazines; study of samples from selected magazines and newspapers. Prerequisite: 301.

306. Public Relations (3).
A course examining the theory and practice of internal and external public relations as practiced by businesses, institutions, and other organizations. Topics covered will include: the identification and analysis of various publics; the design, execution, and assessment of public relations strategies; and the legal and ethical guidelines which affect the practice of public relations. Students will design a public relations campaign. Prerequisites: 301, 325.

310. Creative Writing (3).
A study of the techniques of writing poetry and fiction. Open to all students.

312. Advanced Writing and Rhetoric (3).
A course designed to improve students' writing skills through a study of the classic types of discourse — exposition, narration, description, and argumentation — and modern approaches to the writing process. Prerequisite: 112.

315. Modern Grammar (3).
An examination of modern American English with emphasis on traditional grammar, structural and transformational grammars, and current American usage. Prerequisite: 112.

325. Introduction to Broadcasting (3).
A course providing students with an overview of broadcast communication, including analysis of radio, television, and new telecommunication technologies. Theories of the process and effects of communication will be covered, as will the history of American broadcast media. Open to all students.

326. Principles of Radio and Television Programming (3).
An examination of the principles and philosophies of radio and television programming will be made through the study of changing patterns of programming theory. Special attention will be given to the study of the effects of radio and television programming on the audience and to the study of the psychology of programming and audience manipulation. Prerequisite: 325.

327. The Laws and Ethics of Broadcasting (3).
An exploration of the subjects of broadcast regulation and ethics in the broadcast industry. The course exposes the student to the major regulations affecting not only the daily operations of a station, but also those landmark cases that define the freedom of the press, censorship, libel, freedom of access, etc. Prerequisite: 325.

328. Speech for Radio and Television (3).
A course designed to develop the special speech techniques required for a career in radio and television. The course will examine the theory of speech for radio and television and existing speech patterns commonly used in the broadcast media. A laboratory component will allow students to practice and develop acceptable speech patterns. Prerequisite: 325.

330. Broadcast Operations (3).
A course dealing with the broad topics of the day-to-day operations of a radio or television station, with special emphasis on public radio. Attention will be paid to the rules and regulations which affect everyday operations and to the various codes and practices of the working broadcaster. Prerequisite: 325.

331, 332. Telecommunications Project (3, 3).
Each junior or senior Communications major must complete two telecommunications projects in cooperation with one of the University's departments actively involved in communications: Service Enterprises, the Officer of Public Information, WCCE Radio, and the Office of Sports Information. The purpose of this project is to have the student's skill level and development judged and improved by a professional who practices those same skills on a daily basis.

350. Introduction to Film (3).
A course introducing students to the aesthetic examination of films, with emphasis on film and popular culture in the United States. The course will examine the theoretical aspects of film criticism, the sociological background of film, and genre studies of film. Prerequisite: 112.

355. Writing for Radio and Television (3).
A course designed to teach the special skills required in sales positions within

the broadcast media: effective sales techniques, creative advertising methods, federal regulations regarding broadcast sales, and the binding provisions of the National Association of Broadcasters. Open to Communications majors only. Prerequisite: 325.

360. Broadcast Sales and Advertising (3).
A course designed to teach the special skills required in sales positions within the broadcast media: effective sales techniques, creative advertising methods, federal regulations regarding broadcast sales, and the binding provisions of the National Association of Broadcasters. Prerequisite: 325.

405. Chaucer (3).
An in-depth study of *The Canterbury Tales* and *Troilus and Criseyde* with attention to the medieval context.

411. Journalism: Yearbook (3).
A course to provide the student with a working knowledge of yearbook journalism. The course examines layout design, photography (in relation to its function on the page), and copy. The course also prepares the yearbook staff member for yearbook production in 412. Open to all students with permission of the instructor.

412. Journalism: Yearbook (3).
A course involving the actual production of the yearbook. Not only does the student have the opportunity to work with specific managerial skills, the student is also required to sustain a theme relevant to his or her peers through a lengthy work by specific design, layout, and copy. *The Pine Burr* member must make editorial decisions as historian; the book must not only be immediate but must also have relevancy to the future. Open to all students with permission of the instructor.

413. Journalism Project: *The Campbell Times* (1, 2, or 3 each semester, maximum of 6 hours total credit).
Production of *The Campbell Times*. Open to all students with permission of the instructor.

414. Journalism Project: *The Lyricist* (1, 2, or 3 each semester; maximum of 6 hours total credits).
A course involving the actual production of *The Lyricist*. Open to all students with permission of the instructor.

415. Shakespeare (3).
A comprehensive survey of Shakespeare's plays based upon a study of selected works illustrating his development and significance as a dramatist. Some supplementary readings in the areas of Shakespearean criticism and the Elizabethan theatre and English life will be used.

418. English Drama (3).
An examination of the history of drama in English featuring representative

masterpieces from the medieval beginnings to the present, exclusive of Shakespeare.

420. Milton (3).
A study of Milton's major work, including *Paradise Lost, Samson Agonistes,* and representative poetry and prose. Included in the study will be an introduction to seventeeth century literary, social, and political background.

422. Eighteenth-Century English Literature (3).
A study of such authors as Dryden, Pope, Swift, and Johnson, belonging to the classical tradition: also, the beginning of Romanticism in poets of the eighteenth century.

423. History of the English Novel (3).
A survey of the origins and development of English fiction to the present. Emphasis will be given to nineteenth century novels.

425. Romantic Poetry and Prose (3).
A study of the major poets and prose writers of the Romantic period, including Blake, Wordsworth, Coleridge, Keats, Byron, Shelley, and Scott.

430. Victorian Poetry and Prose (3).
A study of the major poets and prose writers of the Victorian period, including Tennyson, Arnold, Browning, Carlyle, Dickens, Eliot. Attention is paid to the social and philosophical aspects of the era as revealed in the literature.

440. History of the American Novel (3).
The development of the novel in America from its origins to the present with emphasis on the modern novel.

445. Contemporary Fiction (3).
A study of significant recent works of fiction by American and British novelists who are representative of the best actively productive writers.

450. Modern British and American Poetry (3).
A survey of major British and American poets from the late nineteenth to the middle of the twentieth century.

453. Methods of Teaching English (3).
A study of methods of teaching grammar, composition, and literature in the secondary school. Emphasis is placed on the development of useful teaching materials. Open only to English majors seeking a teacher's certificate.

455. Southern American Literature (3).
A survey of Southern American literature from 1700 to the present, with attention given to selected literary giants and underlying influences on the development of the literature of the South.

456-A, 456-B, 456-C. Seminar (3).
Selected topics in American literature and cultural history (A), British literature and cultural history (B), or communications (C). Subjects, works, or authors are chosen for in-depth analysis and discussion.

460. Independent Study (3).
On demand.

465. Internship (3 or 6).
On demand.

499. Senior Thesis (3).
An independent study on a subject selected by the student in consultation with the student's chosen professor. In addition to the essay, the study will culminate in an oral examination.,

500. History of the English Language (3).
A study of the development of the English language from its origins to modern times. The course surveys the language in relation to changing society and to the literature of successive periods.

512. Renaissance (3).
An introduction to the literature and philosophy of the English Renaissance, with special emphasis on Spenser's *Faerie Queene*.

DEPARTMENT OF FINE ARTS
(Art, Drama, and Music)

The department of Fine Arts includes the disciplines of art, drama, and music. The Bachelor of Arts Degree is offered in the following areas: Music Education, Church Music, Piano Pedagogy, Composition, Comprehensive Music, Theater, and Religious Drama. A major in Art is in the process of being formulated with a minor/concentration in Art presently being offered.

In addition to the academic area, the department contibutes significantly to the cultural life of the University through the promotion of a variety of activities including concerts by visiting artists, art exhibits and faculty recitals as well as musicals, concerts, plays, recitals and art displays involving students.

The Department of Fine Arts is located in the Taylor Bott Rogers Fine Arts Center.

MUSIC

PROFESSOR: DR. YODER (Chairman)
ASSOCIATE PROFESSORS: DR. ELMORE, MS. HORTON, MR. STONE, DR. PIPER, DR. SCARBOROUGH
INSTRUCTORS: MR. STAMP (on leave), MS. DYSART, MR. WARFIELD

Admission into the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano.

Study on a major instrument is required each semester. A second instrument is studied each semester until the desired level of proficiency is reached. For the non-keyboard major the second instrument is piano. Participation in Choir, Chorale or Wind Ensemble is required each semester except the Music Education and Church Music programs during the Student Teaching and Practium semesters.

Candidates for graduation must have an overall "C" average on all college work attempted and a grade of "C" or better on each course required in the major area.

The following courses are required of all music majors: 101, 102, 132, 133, 201, 202, 221, 331, 332, 432.

Music Education (Vocal-Keyboard) requirements include the following music courses in addition to those required of all majors: 222, 263, 364, 265, 266, 421, 422, 453. Half recital the senior year. Total number of hours: 130.

Music Education (Instrumental) requirements include the following music courses in addition to those required of all majors: 263, 264, 265, 266, 401, 423 424, 453 and minor applied instrument (wind). Half recital the senior year. Total number of hours: 130.

Church Music requirements include the following music courses in addition to those required of all majors: 222, 322, 326, or 327, 427, 428, 429, 437 and 457. The following Religion courses are required in the Church Music curriculum: 101, 202, 212, 222, 224, 226. One half recital the senior year. Total number of hours: 132.

Composition requirements include the following music courses in addition to those required of all majors: 190, 191, 222, 263, 264, 265, 266, 291, 302, 391, 401, 402, 491. One half recital on the major instrument the sixth semester, and one half recital in Composition required the eighth semester. Total number of hours: 129.

Requirements for the Comprehensive Music curriculum include the following in addition to those required of all majors: 222, 302 and 401. Electives may be chosen from any subject area. Half recital the senior year. Total number of hours: 128.

Piano Pedagogy requirements include the following music courses in addition to those courses required of all majors: 222, 302, 324, 325, 333, 334, 425, 426, 433, 434, 435, 436. Half recital the senior year. Total number of hours: 130.

PREREQUISITES: Music 101 and 102 are prerequisites to all credit music courses excepting the following: 131, 132, 133, 321, 437, Music Ensembles and Applied Music. Music 201, 202 are prerequisites to the following: 302, 331, 332, 401, 402, 432 and 457. Music 101, 102, and 201 are prerequisites to 190. Music courses 190, 191, 291, 391, 491 must be taken in sequence. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

A minor in music includes Music 101, 132, 133, 221, four hours of ensemble, three hours of applied music and one additional three hour music lecture course.

COURSE OFFERINGS

101. Introduction To Theory (4).
The basic rudiments of music, including scales, intervals, primary triads, melody, rhythm, sight singing, keyboard harmony and melodic, harmonic and rhythmic dictation. Brief consideration of the acoustics of music.

102. Elementary Tonality (4).
Continued study of elementary music theory, including intervals, rhythm, melody, secondary chords and inversions, sight singing, melodic, harmonic, and rhythmic dictation, and keyboard harmony.

131. Music Appreciation (3).
An introduction to music though a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133. Music Literature (1, 1).
A study of basic vocabulary, forms, periods, and styles of music. An introduction to music literature for freshman music majors.

161-162. Class Piano-Elementary (1, 1).
Class instruction in piano, elementary level.

201-202. Advanced Tonality (4, 4).
A continuation of Music 102 including seventh chords, altered chords, modulation and chromatic harmony. Study of the formal structures used in the common practice period. Sight singing, dictation and keyboard harmony continued.

221. Conducting (2).
A study of basic conducting techniques.

222. Choral Conducting and Materials (2).
A study of choral rehearsal techniques, literature and materials appropriate for junior and senior high school choral groups and church choirs. Prerequisite: Music 221.

261-262. Class Piano-Intermediate (1, 1).
Class instruction in piano, intermediate level.

263. Woodwind Methods (1).
Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264. Brass Methods (1).
Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265. String Methods (1).
Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266. Percussion Methods (1).
Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

302. Tonal Counterpoint (3).
A study of eighteenth century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the study of contrapuntal procedures and devices, creatively applied in progressive exercises.

321. Music for the Classroom Teacher (3).
The methods and materials used by the classroom teacher in presenting music in the elementary grades, including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided (Not offered to music majors.)

322. Advanced Choral Conducting (2).
A study of advanced choral techniques and literature. Special emphasis given to cantata literature. Prerequisites: Music 221,, 222.

324. Elementary Piano Pedagogy (3).
A study of the methods and materials for teaching piano on the elementary level, including observation of private and class piano.

325. Advanced Piano Pedagogy (3).
A study of the methods and materials for teaching piano on the intermediate and advanced levels, including observation of private and class piano.

326. Service Playing (1).
Techniques and materials used in playing for church services. The course is

for the Church Music major whose principle instrument is organ. (Other keyboard majors admitted by permission of the instructor and the Chairman of the Department of Music.)

327. Organ Nomenclature (1).
An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principle instrument is not organ.

331. Music History to 1750 (3).
A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles and the analysis of musical forms. Interrelation of music, painting, sculpture, literature and architecture.

332. Music History 1750-1900 (3).
Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

333. Clavier Literature 1550-1750 (2).
Survey of composers and their works written for the harpsichord and clavichord during the Renaissance and Baroque eras.

334. Piano Literature 1750-1900 (2).
Survey of composers and their major piano works during the Classical and Romantic eras.

401. Orchestration (2).
The study, techniques, and history of arranging for orchestra, band and heterogeneous groups. Major project for full ensemble required.

402. Forms and Analysis (3).
A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).
A study of techniques of teaching, particular problems and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and university preschool music class constitutes part of the program.

422. Music in the Junior and Senior High School (2).
A study of techniques of teaching, particular problems and appropriate materials in this age group (12-18); the general music class, the adolescent voice, organization of the choral program and suitable song materials. Laboratory experience in the schools constitutes part of the program.

423. Wind and Percussion Pedagogy (2).
A study and practical application of the techniques of teaching band

instruments in the public schools. Includes marching band techniques, band instrument repair, criteria for selection of teaching materials, conducting, literature and rehearsal techniques.

424. Band and Orchestra Administration (1).
The organization and maintenance of an instrumental music program in the public schools. Includes fund raising problems, motivational tools, budgeting and commuity support concepts. Designed for students who are preparing to enter student teaching.

425-426. Supervised Teaching of Piano (3, 3).
Experience with teaching piano at various levels, under the guidance and observation of the instructor.

427. Music for Children (3).
A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice, performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and university preschool music class constitutes part of the program.

428. Music for Youth and Adults (3).
A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429. Church Music Philosophy and Administration (3).
Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved inworking with the total church staff and in guiding the work of others.

432. 20th Century Music Literature and Theory (3).
A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analyzation and application of composition techniques of selected composers.

433. 20th Century Piano Literature (2).
Survey of composers and their major works composed for piano during the 20th Century.

434. Piano Literature (Chamber Music) (2).
A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436. Piano Ensemble (1, 1).
A study and performance of literature for piano ensemble at one, two or more pianos.

437. Hymnology (3).
The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438. Service Music and Solo Literature (1).
Exploration of the historical background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Compose music intended to aid in leading the individual to a satisfying worship experience.

453. Music Methods and Materials (1½).
Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

457. Practicum in Church Music (4).
Conducted on a part-time basis during the final semester of college work. The student observes, aids and ultimately assumes charge of rehearsals and music in the worship service. Exposure to and involvement in a variety of church activities including weddings, funderals, and special church functions. Supervision by a full-time minister of music and a member of the music faculty.

461. Recital (1).
Senior year, 50 minutes of music with program notes. Prerequisite: Junior recital with 25 minutes of music.

ENSEMBLES

441. Campbell University Choir (1).
Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance of secular and scared choral music. The major University Choral Ensemble.

442. Campbell Singers (1).
Open to all students by consent of the director. Emphasis on Renanissance, Baroque, Contemporary, Classical and popular music.

443. Campbell University Chorale (1).
Open to all students and faculty with consent of the director. Performance of secular and sacred music.

452. Woodwind Ensemble (1).
Open to all students and faculty with consent of the director.

454. Jazz Ensemble (1).
Open to all students and faculty with the consent of the director.

455. Bass/Percussion Ensemble (1).
Open to all students and faculty with the consent of the director.

456. Wind Ensemble (1).
Concentration on original wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

458. Percussion Ensemble (1).
Open to all students and faculty with the consent of the director.

APPLIED MUSIC

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Music Department.

071, 171, 271, 371, 471. Piano
072, 172, 272, 372, 472. Organ
073, 173, 273, 373, 473. Voice
074, 174, 274, 374, 474. Flute
075, 175, 275, 375, 475. Oboe
076, 176, 276, 376, 476. Bassoon
077, 177, 277, 377, 477. Clarinet
078, 178, 278, 378, 478. Saxophone
079, 179, 279, 379, 479. Percussion
081, 181, 281, 381, 481. Trumpet
082, 182, 282, 382, 482. French Horn
083, 183, 283, 383, 483. Trombone
084, 184, 284, 384, 484. Euphonium
085, 185, 285, 385, 485. Tuba
086, 186, 286, 386, 486. Violin
087, 187, 287, 387, 487. Viola
088, 188, 288, 388, 488. Violoncello
089, 189, 289, 389. 489. Double Bass

COMPOSITION

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

190. Composition I (2).
An introduction to compositional styles with a concentration on early 20th

century music including impressionism, free tonality, modal writing and pan-diatonicism.

191. Composition II (2).
Further study of 20th century composition with the emphasis on polychords, polytonality, clusters and heightened chromaticism.

291. Composition III (2).
Examination of 12-tone and serial compositional techniques — Avant garde music will also be explored.

391. Composition IV (2).
Study of electronic music from simple tape manipulation to computer music.

491. Composition V (2).
Major concentration on developing the student's own style, being eclectic from previous course work.

ART

INSTRUCTOR: MS. MILLER

A concentration in Art requires a minimum of 18 semester hours including the following: Art 101, 104, 131, 201, 211 or 213 and one art elective. An art major is under study.

101. Design I (3).
A basic study of the principles of two and three dimensional design, using a variety of media.

102. Design II (3).
A continuation of Design I. Prerequisite: Art 101.

103. Watercolor (3).
An introduction to the techniques of watercolor with focus on material, processes, approaches and various subjects.

104. Painting I (3).
An introduction to oil techniques and studio painting from model, still life and landscape. Prerequisite: Art 101.

105. Painting II (3).
Continuation of Art 104 with emphasis on advanced painting problems. Focus on exploration of composition and personal style in one painting medium. Prerequisite: Art 104.

131. Introduction to Art (3).
An introduction to the history of art investigating styles, periods and artists as they relate to time and place in the creative works of art; primarily a survey of painting, sculpure and architecture. Adapted to the non-art major.

201. Drawing I (3).
Introduction to various media with emphasis on line, shape, value and texture. Studies include still life, landscape, figure and portrait.

202. Drawing II (3).
Continuation of Art 201 with the emphasis on more advanced drawing problems. Prerequisite: Art 201.

210. Crafts (3).
An introduction to crafts, including basic techniques of pottery hand building, small loom construction and weaving, basketry and simple jewelry.

211. Pottery I (3).
Basic introduction to working with clay. Emphasis on handbuilt forms. Firing and glazing.

212. Pottery II (3).
Introduction to throwing on the wheel. Continued work in glaze mixing, firing of kilns and general pot shop management. Prerequisite: Art 211.

213. Sculpture I (3).
Emphasis on mass, form, texture and design using clay, plaster and assemblage material. Studies include relief, sculpture-in-the-round and mobiles.

214. Sculpture II (3).
Continuation of Art 213 with emphasis on more complex concepts and problems. Prerequisite: Art 213.

231. Art History: Ancient to Renaissance (3).
A survey of painting, sculpture and architecture from pre-historic time through the sixteenth century.

232. Art History: Baroque to Modern (3).
A survey of painting, sculpture, and architecture from the seventeenth century to the twentieth century.

311. Advanced Pottery (3).
Continuation of Art 212 with emphasis on exploring a more personal style. Prerequisite: Art 212.

313. Advanced Sculpture I (3).
Introduction to acetylene welding, mold construction, casting and other more complex sculpture methods. Prerequisite: Art 214.

314. Advanced Sculpture II (3).
Continuation of Art 312 with focus on individual constructions of selected techniques and composition problems. Prerequisite: Art 213.

315. Printmaking I (3).
An introduction to the printmaking processes including woodcut, collography and intaglio.

316. Printmaking II (3).
Introduction of silkscreen processes on paper and fabric. Prerequisite: Art 315.

321. Art for the Elementary School (3).
Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials and curriculum planning.

401. Advanced Drawing (3).
Individual study in drawing with focus on pursuit of style and expression. Prerequisite: Art 202.

403. Advanced Drawing and Painting I (3).
Individual study in life drawing and painting with focus on the pursuit of style and expression. Prerequisites: Art 102, 105, 201.

404. Advanced Drawing and Painting II (3).
Continuation of Art 403. Prerequisites: Art 102, 105, 403.

415. Advanced Printmaking (3).
In depth exploration of one printing process. Prerequisite: Art 316.

441. Independent Studio
Independent studio work geared to each individual. Student is responsible for writing contract, researching and producing work in a selected area of art. Prerequisite: consent of instructor, department chairman, and dean.

461. Senior Exhibit (1).
At final semester student is responsible for presentation, exhibition and producing slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

DRAMATIC ART AND SPEECH

ASSOCIATE PROFESSOR: MR.LINNEY
INSTRUCTOR: MR. MARTZ

Students wishing to major in Dramatic Arts have the option of choosing from two areas of concentration: Theatre or Religious Drama. Majors must participate in the theatrical productions of the Campbell Players for no less than three semesters,and must complete the requirements of directing at least a one-act play in the senior year.

Candidates for graduation must have an overall "C" average in all college work attempted and a grade of "C" or better on each course required in the major area.

The following core courses are required of all Dramatic Art majors: Drama 113, 115, 131, 221, 222, 224, 225, 226, 241, 242, 331, 332, 342, 351, 442 and English

415 and 418. Students who enroll in any production course must also enroll in Theatre Practicum. Exceptions to this by permission of the instructor.

Theatre Curriculum - In addition to the general core and the Dramatic Art core, the following courses are required: Drama 321 and 323, Public Relations 306, Introduction to Broadcasting 325, plus nine hours of Drama electives.

Religious Drama Curriculum - In addition to the general core and the Dramatic Art core, the following courses are required: Religion 101, 202, 212, 222, 224, 226, 362, Music 437, Education 431, six hours of Religion electives, and three hours of Dramatic Art electives.

A minor in Dramatic Art requires a minimum of twenty hours including 113, 131, 221, 224, 241, 242, 442, three hours of Drama electives and acting in at least one production.

Prerequisites: The following courses must be taken in sequence: 241, 242, 342, 442.

113. Voice and Diction (2).
A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

115. Public Speaking (3).
A study of the principles of oral communication in order to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

117. Corrective Speech (l).
Designed specifically for students with speech disorders. Problems are dealt with on an individual basis.

131. Introduction to Theatre (3).
A broad survey of theatre from its orgins to modern times.

221. Stagecraft (3).
An applied study of the fundamentals of technical theatre including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation.

222. Stage Make-up (3).
A basic study of the design principles and application of stage make-up.

224, 225, 226. Theatre Practicum (1, 1, 1).

Each drama major is required to participate in the theatrical productions of the department for three semesters. Assignments will be made for the practical applications of basic theatre skills.

241. Acting (3).
Teaching the actor to use the fundamental tools of the craft - his voice, body and imagination - through exercises, improvisations, and simple character development.

242. Directing (3).
An introductory course in directing. Particular attention is given to script analysis and the visual aspects of its implementation.

261. Play Writing (3).
An introductory course in the writing of plays. Particular attention is given to dramatic structure. Each student will write two (2) one-act plays.

321. Scenic Design (3).
An introductin to the basic principles and techniques of design in theory and application and practicum in analysis, layout, drawing, color rendering, and scenic painting. Prerequisite: Stagecraft 221.

323. Lighting (3).
A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, and production techniques. Prerequisite: Stagecraft 221.

331. Pre-modern Drama (3).
A study of dramatic literature and theatre history from the classical Greeks to Ibsen.

332. Modern Drama (3).
A study of dramatic literature and theatre history from Ibsen to the present.

341. Advanced Acting (3).
The study of character development and acting styles through the techniques of analysis, scene preparation, and performance. Prerequisite: Acting 241.

342. Advanced Directing (3).
An advanced course in directing. Attention is given to analysis of themes, structure and style. Prerequisite: Directing 242.

351. Puppetry (3).
A basic study of the construction and operation of rod puppets, muppets, and marionettes and the production techniques of puppet performance.

442. Directing Project (2).
A one-act play, directed in the senior year, under the supervision of the directing faculty.

443. Creative Dramatics (3).
The study of improvisation and play as a stimulant for learning and development of creative imagination in children and young adults.

FOREIGN LANGUAGES

PROFESSOR: DR. ALLEN
ASSOCIATE PROFESSORS: DR. STEEGAR (ACTING CHAIRMAN), DR. PHELPS
ADJUNCT ASSISTANT PROFESSOR: DR. GURGANUS

Foreign Language Requirements in the General College Curriculum

Students who enter Campbell University with no foreign language background in high school must complete the elementary level (101-102) and the first semester of the intermediate level (111) of a language which they choose in consultation with their advisor. The student may choose from the following languages:

A. French
B. German
C. Spanish
D. Greek
E. Latin

Students who have two units (i.e., two years) of a foreign language in high school will satisfy the requirement by completing the full intermediate level of study (111-112) in the same language studied in high school. If the student has completed one unit (i.e., one year) of high school foreign language, he or she should be placed at the elementary level (101) in the same language unless the student passes an examination administered by the Foreign Language Department.

Requirements for the Bachelor of Arts Degree with a Major in French or Spanish

The Foreign Language Department offers courses leading to a major in French or Spanish. To achieve a major in French, the student must complete the following courses: French 111-112 (Intermediate French), 221-222 (Survey of French Literature), 231-232 (French Composition and Conversation), 250 (Phonetics and Pronunciation of French), 300 (History and Civilization of France), and three additional French courses above the beginning level.

Similarly, the requirements for a major in Spanish are:
Spanish 111-112 (Intermediate Spanish), 221-222 (Survey of Spanish Literature), 231-232 (Spanish Composition and Conversation), 241-242 (Survey of Spanish-American Literature), 250 (Spanish Phonetics and Pronunciation), and two additional Spanish courses above the beginning level.

Requirements for Teacher Certification in French or Spanish

The requirements for those majoring in French or Spanish and who seek to gain certification to teach in secondary schools are the same as above with the

following exception: French or Spanish 400 (Methods and Materials of Romance Language Teaching) must be taken as one of the additional courses. Then, too, the teaching major must complete the certification requirements of the School of Education.

The following courses constitute minimum requirements for an endorsement in French: French 101-102, 111-112, 221-222 and 231. French 232 is also recommended. In Spanish, an endorsement can be obtained by completing the following courses: Spanish 101-102, 111-112, 221-222 and 231. Spanish 232 is also recommended.

Requirements for a Concentration in French or Spanish

Those who seek a concentration in French or Spanish are required to take a minimum of 18 hours in the chosen language, including 101-102, 111-112, 221-222. As in the General College Curriculum requirements, a student can pass over the elementary courses by virtue of having completed two units of his or her chosen language in high school.

Requirements for a Minor in a Foreign Language

A minor in French or Spanish requires eighteen hours beyond the elementary level.

FRENCH COURSES

101-102. Elementary French (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

111-112. Intermediate French (3, 3).
Review and development of the basic skills. Prerequisite: 101-102 or equivalent placement.

221-222. Survey of French Literature (3, 3).
Introduction to the masters of French literature and their major literary works. Prerequisite: 111-112.

231-232. French Composition and Conversation (3, 3).
Emphasis on improving competency in speaking and understanding standard French and in developing proficiency in the written language.

250. Phonetics and Pronunciation of French (3).
Individual instruction in French pronunciation and a study of phonetic transcription.

290. Advanced French Grammar (3).
An elaboration of grammar and idiomatic usage.

300. History and Civilization of France (3).
Traces the origins and development of French history and civilization, highlighting geography, education and culture.

340. Seventeenth-Century French Literature (3).
A study of French Classicism.

350. Eighteenth-Century French Literature (3).
A survey of major texts of the *philosophes*.

360. Romanticism and Realism (3).
The first part of the nineteenth century in French literature, including major works of authors from Constant to Flaubert.

370. Symbolism and Naturalism (3).
The latter part of the nineteenth century, including major works of authors from Nerval to Zola.

380. Twentieth-Century French Literature (3).
An examination of the major works of leading French authors since 1900.

400. Methods and Materials of Romance Language Teaching (1½).
Principles of pedagogy unique to the teaching of a foreign language.

GERMAN COURSES

101-102. Elementary German (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

111-112. Intermediate German (3, 3).
Continued practice of the basic skills; aspects of German culture. Prerequisite: 101-102.

221-222. Survey of German Literature (3, 3).
The first semester reviews German literature from the Middle Ages to Goethe; the second semester studies German literature since Goethe. Prerequisite: 111-112.

SPANISH COURSES

101-102. Elementary Spanish (3, 3).
Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.

111-112. Intermediate Spanish (3, 3).
Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of Spanish Literature (3, 3).
An historical treatment of the main currents of Spanish literature, with analytical

studies of selected readings in each period. Emphasis will be given to the literature of Spain as the common heritage of the Spanish-speaking world. Prerequisite: 111-112.

231-232. Spanish Composition and Conversation (3, 3).
Emphasis on improving competency in speaking and understanding standard Spanish and developing proficiency in the written language.

241-242. Survey of Spanish American Literature (3, 3).
Reading and discussion of passages from representative authors along with a comparison with Peninsular literature. Attention will be given to regional differences in the culture as they affect the literature of Latin America.

250. Spanish Phonetics and Pronunciation (3).
A study of phonetic transcription and individual instruction in Spanish pronunciation.

341-342. Latin American Civilization (3, 3).
A study of Latin America from pre-Colombian to contemporary times.

400. Methods and Materials of Romance Language Teaching (1½).
Principles of pedagogy unique to the teaching of a foreign language.

GREEK COURSES

101-102. Elementary Greek (3, 3)
A survey of the elements of Hellenistic (Koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

111. Intermediate Greek (3).
Readings from the Greek New Testament coupled with a review of grammar at the intermediate level. Prerequisite: 101-102.

222. New Testament Greek Exegesis
Translation and in-depth investigation of selected passages from the Greek New Testament with emphasis on grammatical identification, analysis and interpretation. Prerequisite: 101-102, 111.

224. Readings from the Greek New Testament and the Septuagint (3).
Selected readings from the Greek New Testament and the Greek translation of the Old Testament.

311. Greek Civilization (3).
A survey of the history of the ancient Greek culture. Included will be a study of the most important myths of the Greeks. A knowledge of the Greek language is not required. Open to all students.

LATIN COURSES

101-102. Elementary Latin (3, 3).
Introduction to the pronunciation, grammar and vocabulary. The course includes the reading of easy prose and a survey of the history and civilization of Rome.

111-112. Intermediate Latin (3, 3).
Review of Latin grammar. The course includes work in prose composition, readings in Latin prose (including Caesar), and a continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

221. Latin Poetry (3).
Readings of selections from Ovid's *Metamorphosis* and Vergil's *Aeneid*, Books I-IV; study of the main characteristics of the Augustan Age. Prerequisite: Latin 111-112.

222. Latin Prose (3).
Readings from the Latin prose authors with emphasis on the works of Cicero, Livy, and Pliny; study of Roman private life. Prerequisite: 111-112.

312. Roman Civilization (3).
A survey of the history of the ancient Latin civilization. Included will be an examination of Roman mythology. A knowledge of Latin is *not* required.

GEOLOGY

PROFESSORS: DR. HOPE (CHAIRMAN), DR. PERKINS (ON LEAVE)
INSTRUCTORS: MR. HARVEY

Requirements for the Bachelor of Science degree with a Major in Geology

A candidate for a Bachelor's degree with a major in Geology may select from the following courses to complete the required total of thirty-four semester hours: Geology 221, 332, 345, 362, 444, and 462. Additional Geology courses offered (excluding Geology 115) must be taken without exception.

The candidate must also complete Mathematics 222 or equivalent, eight semester hours of Chemistry, and eight semester hours of Physics. Field trips will be made during the year in several courses.

Requirements for a Teaching Certificate:

Students in Secondary Education may receive an endorsement in earth science by satisfactorily completing eighteen semester hours of Geology, including Geology 111 and 112.

111. Physical Geology (4).
A study of earth materials and landforms and the processes at work upon and

within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time; igneous, sedimentary and metamorphic geology; geologic structures; the action of wind, water and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).
A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

113. Physical Geography (3).
A survey of the natural landscape and the forces setting upon it. Introduction to geological and meteorological processes affecting the earth. Three hours of lecture.

115. Introduction to Environmental Problems (3).
Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (3).
A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today.Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor.

223. Elements of Crystallography and Mineralogy (4).
An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals wil be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisites: Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3).
A study of the optical properties of minerals with the aid of petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 223.

326. General Petrology (3).
A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 224.

331. Invertebrate Paleontology (4).
The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age

determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3).
A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3).
The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and a working knowledge of trigonometry.

345. Principles of Economic Geology (3).
The occurrences, genesis, and the distribution of important metallic, non-metallic and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisites: Geology 223 and permission of instructor.

362. Field Study (1-2).
Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).
Study and practice in the basic principles of geologic mapping, sampling, geologic data collection, tabulation and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and working knowledge of trigonometry.

441. Principles of Sedimentation and Statigraphy (3).
A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

444. Geomorphology (3).
A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

462. Geological Research (2-4).
Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form.

The amount of credit will be established by the department at the time the problem is approved.

GOVERNMENT

PROFESSOR: DR. ABRAHAMSON, (CHAIRMAN)
ASSOCIATE PROFESSOR: DR. SCHROEDER
ASSISTANT PROFESSOR: DR. LEE

Graduate Program: For requirements for the Master of Science degree, and class offerings in the graduate program, see the graduate bulletin.

Requirements for a Bachelor of Arts degree with a Major in Government

Completion of at least 33 semester hours with a "C" average or better. Government 229, 230, and 451, plus one course selected from Government 341, 342, or 345 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Minor/Concentration: For a minor/concentration in government, the student must complete 24 semester hours including Government 229, 230, and either Government 450 or 451.

Prerequisites: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450. Government 449 or 450 is a prerequisite for Government 451.

229. The National Government (3).
Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and fuctioning of the national government. (Open to Freshmen.)

230. State and Local Government (3).
Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

232. State Legislative Politics (3).
The purpose of this course is to prepare student-delegates for the convocation of the North Carolina Student legislature held annually in Raleigh. Students are required to read a textbook dealing with the state legislative process, to gain a working familiarity with Robert's Rules of Order, and to participate in the research and writing of two bills to be introduced at the state meeting. Registration is by approval of the professor.

238. American Political Parties (3).
The main topics considered are the origins and development of American political parties, their functions, organization, regulation, campaign methods, and elections.

337. Municipal Government (3).
The history, organization, and administration of American municipal corporations are studied in some detail.

338. Introduction to Public Administration (3).
The purpose of this course is to explore the lasting problems of governmental efficiency and responsiveness as they manifest themselves in the American bureaucratic structure of the late twentieth century. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the point at which public administration becomes political.

340. Introduction to Public Policy (3).
The purpose of this course is to inquire into the nature of the public policy-making process as it reveals itself in the activities of initiation, formulation, and implementation, as well as to analyze and evaluate specific national policies in selected areas.

341. Comparative Government—Governments of Western Europe (3).
A comparative study is made of political institutions and constitutional practices of the United Kingdom, France, Germany, and the Soviet Union.

342. Comparative Government—Totalitarian Governments (3).
A study is made of the basic theories of totalitarianism with particular attention focused on Communist governments.

345. International Relations (3).
Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of international organizations in general, and of international law as a necessary basic minimal rule.

346. Arms Control and Foreign Policy (3).
An introduction to modern strategic concepts, theories and doctrines of deterrence and defense, contemporary defense policies, arms control, and international security problems. Emphasis of the course would be on twentieth-century strategic problems and affairs of national security.

444. Ancient and Medieval Political Thought (3).
(History 444 or Philosophy 444). A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and include such thinkers as Plato, Aristotle, St. Augustine, and St.Thomas Aquinas.

445. Modern European Political Thought (3).
(History 445 or Philosophy 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(History 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background.

448. American Foreign Policy in the Twentieth Century (3).
(History 448). An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3, 3).
(History 449, 450). Gives an account of the living Constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today.

451. Seminar in Constitutional Law (3).
A detailed examination of landmark cases of the Supreme Court and their implications.

452. Internship (3).
A supervised work internship with selected lawyers, governmental agencies, or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors with approval of the professor.)

PRE-LAW with a Major in Government or History

Law schools want students who think rationally and logically, who express themselves clearly and coherently in both oral and written form, who are broadly educated in the liberal arts, and who have specialized in an academic major field of interest.

After consultation with deans of various Schools of Law, the Department of Government and History of Campbell University has developed a curriculum to aid a student in achieving these qualifications. The program meets all the college requirements for a Bachelor of Arts degree and gives the student a major in Government (Political Science) or History. The curriculum is broad enough to give the student specific courses needed to prepare him for the study of law. These courses include American and English History, Economics, Accounting, Data Processing, Logic, National and State Government, Speech, Sociology, Psychology and Constitutional History and Law. To meet the foreign language requirements, Pre-Law students are encouraged to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role.

For the specific courses required of each student consult with the Chairman of the Department of Government and History or the Pre-Law Bulletin.

CRIMINAL JUSTICE with a major in Human Services

The Bachelor of Applied Sciences degree was designed to accomodate students who have attended junior colleges, community colleges or technical colleges. Students desiring to obtain the Bachelor's degree may transfer to Campbell University no more than 64 semester hours. These hours may be from any combination of two-year general college, technical college, CLEP, or work related experiences. All programs considered for transfer must be accredited by regional accrediting agency.

The concentration in Criminal justice meshes with existing programs already underway in community colleges, and technical colleges. The student normally would complete a two-year program in criminal justice and then transfer to Campbell. Since Campbell gives no criminal justice courses, *per se*, the student must complete at least 36 semester hours in criminal justice elsewhere. During the two years at Campbell, the student will take liberal arts courses to complete the degree requirement. Advanced courses in Psychology, Sociology, and Government will be taken to reinforce the student's criminal justice courses taken in transfer.

THE CURRICULUM

First Semester	**Semester Hours**
English 111	3
Religion 101	3
Art 131, Music 131 or Drama 131	3
Government 229	3
History 221	3
Physical Education 185	2
Second Semester	
English 112	3
Psychology 222	3
Math 160	3
Biology 111 or Chemistry 111	4
History 222	3
Third Semester	
English (Literature)	3
Economic 223	3
Data Processing 225	3
Elective	3
Elective	3
Fourth Semester	
Speech 115	3
Government 230	3
Philosophy 224 (Ethics)	3
Elective	3
Elective	3

Fifth Semester	
Sociology 340	3
Government 449	3
Sociology 359	3
Sociology 346	3
Elective	3
Sixth Semester	
Government 337	3
Government 450	3
Psychology 461	3
Sociology 342	3
Elective	3
Transfer courses in Criminal Justice	36

HISTORY

PROFESSORS: DR. ABRAHAMSON (CHAIRMAN), DR. KEYSER, DR. MOORE
ASSISTANT PROFESSORS: MR. EASLEY, MISS SHERWOOD, MR. TUCK

Requirements for the Bachelor of Arts degree with a Major in History

The candidate must complete at least 36 semester hours in history with a "C" average or better. The candidate must complete History 111-112 and History 221-222, plus at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. In addition, the candidate must complete the following related courses: Government 229; Economics 223 and 224 (Economic history may be substituted for one of these courses); and either Geography 113 or Sociology 225. History 451 is required of all majors.

Requirements for a Minor in History

The candidate must complete a minimum of 24 semester hours, including History 111, 112, 221, 222, and 451 with at least a 2.000 average. Students interested in the American history option should also take six semester hours of work in that area plus Government 229. The National Government. Students interested in the European history option should take six semester hours of work in that area plus English 415 Shakespeare, Greek 311 Greek Civilization, or Latin 312 Roman Civilization. Students interested in the military history option should take History 509 Pre-Modern Military History, History 510 The Western Military Experience, and History/Government 346 Arms Control and Foreign Policy.

Requirements for the Bachelor of Science degree with a major in the Social Sciences

The candidate must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a "C" average or better 24 semester hours in one of the following fields: economics, sociology, government, or history.

In addition, the Candidate must complete, with a "C" average or better, six hours in each of three fields, other than the field of concentration, to be chosen from: economics, geography, sociology, government, or history.

High School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who desires certification for the teaching of the social studies in the secondary schools of North Carolina must complete, with a "C" average or better, at least 24 semester hours in history and six semester hours in each of the following fields: economics, geography, government, and sociology. The candidate seeking certification should consult both the Department of History and the School of Education.

111-112. Western Civilization (3, 3).
A survey of Western Civilization to the present; gives attention to the origins of civilization and relations between the West and non-Western areas of the world.

221-222. American History (3, 3).
A survey of United States history from the discovery of the New World to the present.

331. North Carolina (3).
A survey of the State's history from earliest colonial beginnings to the present.

332. Topics in North Carolina History (3).

334. American Christianity (3).
(Religion 334.) A study of the history, ideas, and influence of Christianity in America.

336. General Church History (3).
(Religion 336.) An historical study of the major movements and thoughts in the church.

343, 344 England (3, 3).
The political, economic, ecclesiastical, and intellectual history of the English is traced from the earliest times to the present.

346. Arms Control and Foreign Policy (3).
(Government 346.) An introduction to modern strategic concepts, theories and

doctrines of deterrence and defense,contemporary defense policies, arms control, and international security problems. Emphasis of the course will be on twentieth-century strategic problems and affairs of national security.

350. Renaissance and Reformation (3).
The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions.

356. Russia and the U.S.S.R. (3).
Russian history is traced in terms of its principal events and developments from its beginning to the present.

357. Middle Eastern History (3).
An examination of the complex history of the Middle East, with major emphasis on events from the late nineteenth century until the present. Attention will focus on political and intellectual developments which help explain the current political, religious, and economic situation of the area.

359. American Colonial History (3).
Beginning with the Voyages of Discovery and ending with the Critical Period, emphasis will be on the development of the political, economic, and social institutions and the individuals who helped shape them.

360. The Federal Period of the American Nation (3).
An in-depth study of colonial America starting with the Treaty of Paris, 1763, and going through the War of 1812. Emphasis will be placed on some of the leading personalities of the period along with the social, political, and economic forces of the period.

444. Ancient Medieval Political Thought (3).
(Government 444 or Philosophy 444.) A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

445. Modern European Political Thought (3).
(Government 445 or Philosophy 445.) The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(Government 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background.

448. Twentieth Century American Foreign Policy (3).
Government 448.) An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3, 3).
(Government 449, 450.) Gives an account of the living Constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American Constitution today.

451. Seminar: Historiography and Historical Writing (3).
The course combines reading from several well-known modern historians with research, writing, and extensive criticism of papers produced by members of the seminar. Required of all history majors and minors.

452. The U.S.A. in the 1960s (3).
Using written and audiovisual materials, discussions, reports, lectures, interviews, and research prodects,this course will examine many aspects of the 1960s, with particular emphasis given to the political, military, social, and cultural developments.

453. Methods of Teaching Social Studies (1½).
A study of methods of teaching social studies in the secondary school. Emphasis is placed on the practical development of useful teaching materials. This course is open only to History and Social Science majors who want a teacher's certificate.

501. European History — 1914 to the Present (3).
A review of the causes and results of World War I followed by an intensive study of the problems of peace, the rise of new governments, World War II, and the post-World War II period.

502. American Economic History (3).
The evolution of the economy of the United States is traced and analyzed in terms of the developments in agriculture, commerce, and industry with particular emphasis on technology and the changing role of government in the process. Special attention is given to the rise of modern corporations.

504. Twentieth-Century America (3).
An issues course examining the role of the Federal government in five basic facets of national life: education, economic regulations, civil rights and liberties, social services, and international affairs. Each area will be analyzed with respect to its history, the role of the major political parties, and the current status of the government's involvement.

509. Pre-Modern Military History (3).
A survey of military history in the world from earliest times until the rise of effective gunpowder weapons. Topics of discussion will include military organization, tactics, great military leaders, and major wars and battles in both the major Western and non-Western military traditions.

510. The Western Military Experience (3).
(Military Science 421.) A survey of modern warfare in the West, with particular emphasis on civil-military relations, technological developments, grand strategy, domestic tensions in wartime, and military leadership.

552. Social, Political, and Industrial Revolution in European Society, 1772 to the Present (3).
An in-depth analysis of selected topics in the social, political, and economic history of European society, including the changing status of leadership groups within the society, the upheaval of the French, Russian, and American revolutions, and the origins and impact of the industrial revolution.

MATHEMATICS

PROFESSOR: DR. J. TAYLOR
ASSOCIATE PROFESSOR: MR. BAIN (CHAIRMAN)
ASSISTANT PROFESSORS: DR. GLENN, MR. THOMAS MRS. TODD.

Requirements for the Bachelor of Science Degree with a Major in Mathematics

The candidate must satisfactorily complete at least 29 semester hours in approved mathematics courses numbered above 200. Requirements for teacher certification in Mathematics: A student who desires certification for teaching mathematics in the secondary schools must include in his major, courses in linear algebra, geometry, probability and statistics, modern algebra, and computer sciences. The student should also complete 8 semester hours in physics or chemistry.

110. Fundamentals of Mathematics (3).
(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized—addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; "word" problems.

111. Algebra (3).
(Credit in Math 111 is not allowed if student has credit in Math 122). A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112. Elementary Functions (3).
A study of circular, logarithmic, exponential and polynomial functions.

122. Analytic Geometry and Calculus I (4).
Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

140. Applied Mathematics (3).
Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

160. Elementary Statistcs (3).
Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decisions making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

203. Mathematics for Elementary Teachers (3).
The course will include material from the areas of algebra, geometry, statistics, probability and the International System of Units. For elementary education majors only. Prerequisite: Math 111.

223. Analytic Geometry and Calculus II (4).
Topics included: Differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122.

224. Analytic Geometry and Calculus III (4).
Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminant forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223.

273. Introduction to PASCAL
An introduction to the basic concepts of programming in PASCAL.

275. Introduction to FORTRAN
An introduction to the basic concepts of programming using FORTRAN.

333. Linear Algebra (3).
A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalant matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and hermitian forms. Prerequisite: Math 122.

335. Introduction to Probability and Statistics (3).
A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

337. Differential Equations (3).

Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations; higher degree differential equations, and special differential equations; operators, Laplace transforms, and applications. Prerequisite: Math 223.

376. Introduction to Numerical Methods (3).

Concerned with the practical solution of problems on computers. Prerequisite: Math 273 or 275, Co-requisite: Math 224. Recommended Math 333.

441. Introduction to Modern Abstract Algebra (3).

A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 122 (shall have junior standing).

443. Topics in Geometry (3).

An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

445. Advanced Calculus (3).

An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333.

453. Methods of Teaching Mathematics (1½).

A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE (CHAIRMAN)
ASSOCIATE PROFESSORS: MR. CARR, MS. CLARY, MRS. LLOYD, MR. ROBERTS
ASSISTANT PROFESSOR: MR. LEE
INSTRUCTORS: MR. MORSE, MS. MUELLER, MR. WALKER, MS. WATKINS

Philosophy of the Department

Students are our reason for existence. We are strongly committed to the professional principle of physical education and support varsity, intramural and club sports. We encourage our students to evaluate realistically where they are and where they would like to be. Once our students have faced reality and evaluated their status, they must be actively involved in shaping their own goals.

It is our responsibility to see that the goals are realistic so that together we may ensure success potential.

Physical education is an excellent arena for the development of all pedagogical objectives. Psychomotor development is naturally intrinsic to the field. With proper emphasis on group activity, we can encourage healthy supportive interaction. By nurturing ego involvement and positive reinforcement, we can contribute to the development of effective skills. Finally by treating the discipline as the academic area it is, we can encourage and direct critical, analytical and creative thinking. The understandings gained from this approach will greatly aid the development of cognitive skills.

The following opportunities are available to men and women in the Physical Education Department:

I. Major Program in Physical Education with Teacher Certification — K-12 (B.S. Degree)

A. Academic Requirements

*1. General Degree Requirements (B.S. Degree) Semester Hours

English	12
History and Social Science	12
Foreign Language	6-9
Religion	6
Mathematics	6
Fine Arts	3
Speech 113	2
Biology 111 and Biology 221	8
Total	55-58

2. 42 semester hours of Physical Education and Health (Physical Education 185 and general activity course *not* necessary for Physical Education Majors)

Physical Education 100	3
**Physical Education 101-121	6
Physical Education 225 (I & III)	2
Physical Education 236	2
Physical Education 237	2
***Physical Education 241-247	2
Physical Education 325	3
Physical Education 331	3
Physical Education 332	3
Physical Education 335	2
Physical Education 336	2
****Physical Education 340	3
Health 211	3
Physical Education 425	4
Electives (Activities, Coaching Theory, Health or Physical Education courses)	2
Total	42

3. Recommended — Endorsement in an approved program.

4. Completion of Teacher Certification Requirements

Psychology 222	Education 452
Education 221	Education 453
Education 341	Education 457 or 458
Education 440 or 441	Education 454
Education 431	

*See "General Requirements for Degrees" in the catalogue to determine Specific Course Requirements.

**Activity Requirements must be met through completion of the following courses:

	Hrs.		Hrs.
Aquatics	½	Individual and Dual	1½
Gymnastics	½	Team Sports	2
Tumbling	½	Elective	1
		Total	6

***Physical Education 243 is required for all male students — Optional for female students.

****Must have Physical Education 340 prior to Student Teaching.

B. Criteria for Admission to Student Teaching Include the Following:

1. A minimum grade point average of 2.25 in overall scholastic work; a minimum of 2.00 in the major field, and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of the major department and the Department of Education.
3. No Probation—academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of National Teachers' Exam.
5. Application for admission to Student Teaching should be submitted by first semester of the junior year and prior to November 1st or March 1st.

Suggested Physical Education Major Curriculum

FRESHMAN YEAR

Fall Semester

	Hrs.
English 111	3
*Language 101 or 111	3
Biology 111	4
Physical Education 100	3
History 111	3
P.E. Activity	1
CEP	½
	17½

Spring Semester

English 112	3
*Language 102 or 112	3
Music 131, Art 114 or Drama 131	3
**Math Elective	3
History 112	3
P.E. Activity	1
CEP	½
	16½

SOPHOMORE YEAR

Fall Semester

English 221 or 223	3
*Language 111	3
Psychology 222	3
Health 211	3
P.E. 237	2
P.E. 241-147	1
P.E. Activity	1
CEP	½

Spring Semester

English 222 or 224	3
Biology 221	4
Physical Education 236	2
Education 221	3
Social Science Elective	3
P. E. Activity	1
P. E. 241-247	1
	17

JUNIOR YEAR

Fall Semester

Religion 101	3
Physical Education 336	2
Physical Education 332	3
Physical Education 325	3
P. E. Activity	1
**Math Elective	3
CEP	½
	15½

Spring Semester

Religion Elective	3
Physical Education 425	4

Physical Education 335	2
Physical Education 331	3
P. E. Activity	1
P. E. Elective	2
*P. E. 225I	1
	16

SENIOR YEAR
Fall Semester

Education 440 or 441	3
Education 341	3
***Physical Education 340	3
Social Science Elective	3
Speech 113	2
P. E. 225 III	1
	15

Spring Semester

Education 431	3
Education 452	3
Education 453	1½
Education 457 or 458	6
Education 454	1
	14½

*Foreign Language 111-112 for students who continue their high school language. Foreign Language 101-102-111 for students beginning a new language.

**Two courses in Math (above the 110 level); the second course may be selected from any Math course, CIS 125, Philosophy 221 or Math 275. In lieu of two courses in Math, Math 222 may be taken.

***Must have Physical Education 340 prior to student teaching.

Note: Recommended that an individual entering Teacher Education receive an endorsement in one of the approved programs. Biology, Chemistry, Geology, English, French, History, Mathematics, and Spanish.

II. Major Program in Physical Education without Teacher Certification (B.S. Degree).

1. All General University Requirements (B.S. Degree — same as courses stated in Teacher Certification Program).

	Semester Hours
Total	45-48
2. Biology 111 and Biology 221	8
3. Psychology 222	3
Total	56-59

4. 39 semester hours of Physical Education & Health (Physical Education 185 and general activity course not necessary for Physical Education Majors)

	Semester Hours		Semester Hours
P.E. 100	3	P.E. 335	2
P.E. 101-121	6	P.E. 336	2
P.E. 225	1	Hlth 211	3
P.E. 236	2	P.E. 237	2
P.E. 241-247	2	P.E. 325 or P.E. 425	3/4
P.E. 331	3	Electives	9/10

III. Sport and Fitness Administration

General Program — Semester Hours

English	12
History 111 & 112	6
Sociology 225 & Sociology 232	6
Foreign Language	6-9
Religion	6
Math Elective	3
CIS 125 (Intro.-Computers)	3
Fine Arts	3
Speech 115	3
Biology 111	4
Biology 221	4
	56-59

Business

Business 313 (Marketing)	3
Business 331 (Management)	3
Business 332 (Personnel Management)	3
Business 200 (Philosophy)	3
Economics 224	3
Accounting 213	4
	19

Requirements from Related Areas

Home Economics 227 (Nutrition)	2
Home Economics 327 (Nutrition & Dietetics)	3
Psychology 222	3
	8

Physical Education Requirements

Physical Education 100 (Intro. to Physical Education)	3
Physical Education 325 (Kinesiology)	3
Physical Education 331 (Organ. & Administration)	3

Physical Education 332 (Measure. & Evaluation) 3
Physical Education 425 (Exercise Physiology) 4
Physical Education 237 (Intro. to Sports Medicine) 2
P.E. 350 (Physical Fitness — Program Design I) 3
P.E. 352 (Physical Fitness — Program Design II) 3
P.E. Health 444B (CPR Certification) 1
P.E. (Activities 104, 117, 119 & Electives) 5
P.E. 401-402 (Internships) 6
Health 211 (Lifetime Health) 3

40

Electives 2-5

Suggested Sport and Fitness Administration Major Curriculum

FRESHMAN YEAR

Fall Semester	Hrs.	Spring Semester	Hrs.
English 111	3	English 112	3
History 111	3	History 112	3
Foreign Lang. 101/111	3	Foreign Lang. 102/112	3
Biology 111	4	Religion 101	3
P.E. 100	3	Fine Arts (Drama, Art, Music)	1
CEP	½	CEP	½
	17½		16½

SOPHOMORE YEAR

Fall Semester		Spring Semester	
English 221 or 223	3	English 222 or 224	3
Psychology 222	3	Sociology 225	3
Foreign Lang. 111	3	Math 111, 112, 140 or 160	3
Health 211	3	Biology 221	4
P.E. 237	2	Health 444B	1
Home Economics 227	2	Business 200	3
P.E. Activity (117, 119)	1	P.E. Activity (104 & Elective)	1
CEP	½	CEP	½
	17½		18½

JUNIOR YEAR

Fall Semester		Spring Semester	
Religion Elective	3	P.E. 425	4
Econ. 224	3	Sociology 232	3
CIS 125	3	Business 313	3
P.E. 325	3	Accounting 213	4

Home Economics 327	3	Electives	3
P.E. Activity	1		17
	16		

SENIOR YEAR

Fall Semester		Spring Semester	
Speech 115	3	Business 332	3
Business 331	3	P.E. 331	3
P.E. 332	3	P.E. 352	3
P.E. 350	3	P.E. 402	3
P.E. 401	3		12
	15		

Recommended Elective: CIS 126 — Basics

IV. Endorsement in Physical Education

A. Teacher Certification (In conjunction with major field)

B. Twenty-one semester hours of Physical Education and Health

	Semester Hours
Physical Education 100 - Introduction to Physical Education	3
Physical Education 101-121 - Physical Education Activity Course	3
Physical Education 225 - Practicum I and III	1-1
Physical Education 236 - Motor Skills	2
Physical Education 331 - Organization & Administration	3
Physical Education 335 - Adaptive Physical Education	2
Physical Education 336 - Movement Experiences for Children	2
Physical Education 340 - Teaching of Physical Education	2
Physical Education 237 - Introduction to Sports Medicine	2
Total	21

C. Biology 111 and Biology 221 8

V. Concentration in Physical Education for Middle School Majors

A. Teacher Certification (In conjunction with Middle School Grades)

B. Eighteen Semester Hours of Physical Education and Health

	Semester Hours
Physical Education 100	3
Physical Education 185	2
Physical Education Activity (101-121)	3
Physical Education 236	3
Physical Education 336	2
Physical Education 335	2
Physical Education 331	3
Physical Education 225	1
Total	18

111. Health for the College Student (2).
To promote a better understanding of pertinent needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

211. Lifetime Health (3).
An in-depth look at one's personal fitness level and the impact of promoting wellness for a lifetime for all members of the community. Emphasis on cardiorespiratory fitness in everyday lives within the school and community by participating in the proper exercise and nutritional programs. This course is designed for Physical Education majors only.

333. Elementary School Health (2).
An investigation of the principles and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Educaion majors only.

444. First Aid for Elementary Teachers (2).
A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

444b. CPR Certification (1).
The student will learn to administer cardiopulmonary resuscitation when cardiac arrest is encountered. The person will be certified for the one and two man procedure plus being trained to revive an infant. The Heimlich maneuver is taught to be used for all choking victims.

PHYSICAL EDUCATION

100. Introduction to Physical Education and Health
A study of the history, principles, and philosophy of physical education; the biological and sociological foundations and their implications for today's society; the application of sound principles in programming to allow the students to make a sound entry into the teacher education program and/or sports fitness management. Knowledge of health as it relates to the physical needs and contributions to the individual's total health status and health values to be derived from participation within the educational realm and in the private sector regarding sports fitness. The course is designed for physical education teachers within the teacher certification area and Sports Fitness majors only.

225. Practicum in Physical Education and Health I, II & III (1, 1, 1).
Students are required to observe and participate in limited teaching experiences with Special Populations as well as with either secondary or university activity classes. Opportunities are available for structured experience within the elementary school program, for those students having had Physical Education 336. Care is taken by the college instructor to carefully supervise and analyze

each student. Emphasis is placed on understanding the relationship which exists between theory and practice. This is a sophomore or junior level course designed to help students evaluate their decision to become physical education instructors.

Practicum I — Special Populations
Practicum II — Elementary School Program
Practicum III — Secondary or university classes

236. Motor Skill Development (2).
A study of the development of motor skills from infancy through adolescence with emphasis placed on: (1) the sequential process of an individual's motor behavior, (2) factors influencing skill development and (3) optimal conditions for motor skills development.

237. Introduction to Sports Medicine (2).
A brief review is given to the area of anatomy and physiology. The class is oriented toward training and conditioning with special emphasis in cardiovascular and cadiorespiratory fitness. Care and prevention of the major injuries of the body will be included plus wrapping and taping for these injuries.

241-248. Theory of Coaching (1).
Methods and materials of seasonal planning, training, officiating and game strategy in each sport.

PE 241 - Baseball
PE 242 - Basketball
PE 243 - Football
PE 244 - Soccer
PE 245 - Softball
PE 246 - Track & Field
PE 247 - Volleyball

325. Kinesiology (3).
The scientific study of the mechanics of motion as it applies to human movement. Newton's laws of motion are studied and related to the motion of the human body in the performance of athletic skills. Math 111 is recommended for those planning to take this course. Prerequsites: Biology 111, Biology 221.

331. Organization and Administration of Physical Education (3).
An orientation to policies, standards, procedures, and problems pertaining to organizing and administering Physical Education, Fitness, Intramural, and Athletic programs. Topics of discussion will include facility management, staffing, human relations, staff motivation, legal liability, scheduling, staffing, curriculum development, and other related duties of facility managers, coaches, athletic directors and physical educators.

332. Measurement and Evaluation (3).
An introduction to the methods and administration of measuring the various forms of physical education and fitness activities. Elementary statistical

procedures will be studied which will enhance the physical education and fitness instructor's ability to evaluate and report the status, achievement, and potential of each individual.

334. Physical Education in the Elementary School (2).
An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

335. Adaptive Physical Education (2).
This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

336. Movement Experience for Children (2).
This course is designed to view the overall development of a child in grades K-6 with an emphasis on planning movement experiences based on the uniqueness of the individual. Students are provided with both observation and teaching experiences in an elementary school. Prerequisite: Physical Education 236.

340. Teaching of Physical Education and Health (3).
The course is designed to cover the needs of students (7-12) in physical education. Units of work on various levels are planned, yearly programs are developed, and activities applicable to all age levels are taught and analyzed.

350. Physical Fitness - Program Design I (3).
Indepth study of the principles of physiology that relates specifically to the design of meaningful fitness programs. Topics include health, cardiovascular endurance, muscular endurance, strength, flexibility, body weights, fitness training, electrocardiograms, age & exercise, and female exercise.

352. Physical Fitness - Program Design II (3).
Practical application of the principles of physiology and psychology to the design of fitness programs. Numerous cases are examined to teach the interaction of the many elements important to the design of fitness programs. Students design programs for and monitor progress of real subjects.

401 and 402. Internships (3, 3).
Supervised field experiences in sport and fitness in selected community agencies and/or business organizations which provide fitness programs to employees. Three hours credit taken in two separate semesters with at least sixty-five hours of on-hands experience for each three hours. Prerequisite: Physical Fitness Program Design I.

425. Exercise Physiology (4).
The study of the physiological responses and adaptations of the body to the stresses of exercise, training, diet changes, and environmental conditions. The major areas of study are the muscular, cardiovascular and respiratory systems. Prerequisites: Biology 111, Biology 221.

PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS

101-121.
The following are laboratory courses for physical education majors with emphasis on the development of skills and understanding of rules as they apply to each sport. Teaching progressions will be integrated into the acquisition of skills by the instructors. Classes meet three hours per week for half a semester. Each course carries ½ semester hour credit. Students must have an overall 2.5 average in physical education activity courses.

PE 101 - Golf
PE 102 - Soccer
PE 103 - Badminton
PE 104 - Fundamentals of Conditioning
PE 105 - Volleyball
PE 106 - Tennis
PE 107 - Baseball
PE 108 - Football
PE 109 - Basketball
PE 110 - Wrestling
PE 113 - Softball
PE 114 - Aerobic Dance
PE 115 - Square Dance
PE 116 - Tumbling
PE 117 - Gymnastics
PE 118 - Track
**PE 119 - Swimming
**Physical Education majors must pass a beginner level swimming proficiency test to take PE 119 swimming class.

Placement in a beginner swimming class is a prerequisite for those majors who cannot pass the proficiency test. However, special consideration will be given those few individuals, who, after completing the swimming course, still are unable to swim proficiently, and a committee will be appointed to determine whether or not the individuals should pass.

FRESHMAN REQUIRED ACTIVITY COURSES

*** 185. Foundations (2).**
A course designed primarily for the purpose of guiding an individual toward the development of a personalized fitness program. Through a series of classroom lectures, students are provided with a background of the scientific

and psychological principles underlying an appropriate conditioning program with emphasis on the effects of exercise on the cardiovascular system. A major segment of the course involves having students participate in a planned sequence of physical activity patterned after Cooper's Aerobics program. Prerequisite: A student will not be admitted to class until a completed physical examination is on file at the Campbell University Infirmary.

111-112.
One semester hour of Physical Education is required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in selected activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Any combination of 2 courses carries 1 semester hour credit.

*If an individual is unable to participate successful in either a walk program or a run/walk program, he/she may meet the Physical Education 185 and any activity requirement by taking Health 111 and an individualized P.E. class. The request for a exemption should be made through the Campbell University infirmary to the chairman of the Department of Physical Education and Health.

Beginning Aerobics
Advanced Aerobics
Beginning Badminton
Intermediate Badminton
Basketball
Social Dance
Ballet
Square Dance
Beginning Golf
Intermediate Golf
Gymnastics
Intermediate Marksmanship
Mountaineering
Beginning Orienterring
Intermediate Orienteering
Beginning Rappelling
Intermediate Rappelling
Beginning Self Defense
Intermediate Self Defense
Beginning Skiing
Intermediate Skiing
Soccer
Softball
Beginning Swimming
Intermediate Swimming
Advanced Swimming
Advanced Senior Life Saving with Certification
**Water Safety Instructor
Beginning Tennis
Intermediate Tennis
Track and Field
Volleyball
Beginning Weight Training and Conditioning
Intermediate Weight Training and Conditioning
Advanced Weight Training and Conditioning
Wrestling

**Individual Physical Education
***Current Advanced Senior Lifesaving certificate

Explanation of Swimming Courses

I. Beginner Courses Entrance Requirements
A. There are no swimming skill requirements for entrance into the course.

B. The course is designed for the nonswimmer or student who cannot successfully complete the intermediate level skills explained below.

II. Intermediate Course Entrance Requirements
   A. A student demonstrates ability to swim 25 yards on his back.
   B. Student swims 25 yards using the crawl stroke.
   C. Student dives from the deck and swims 15 feet underwater.

III. Advanced Course Entrance Requirements
   A. The student swims 50 yards continuously, using a coordinated stroke on the back.
   B. The student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
   C. The student performs survival floating for 5 minutes.

IV. Advanced Senior Life Saving
   A. The student must be able to swim 500 yards continuosuly.

****INDIVIDUAL PHYSICAL EDUCATION**

Students with physical limitations or handicaps are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

UNIFORMS FOR ACTIVITY CLASSES

All students in required physical education classes must wear an all-white T-shirt or blouse with short sleeves, gym shorts (dark color), and gym shoes (Except during outside activities on cold days when long slacks and long sleeves would be necessary.) NO CUT-OFFS WILL BE ALLOWED. Physical Education major students must wear the uniforms designated for the professional preparation program.

RELIGION AND PHILOSOPHY

PROFESSORS: DR. ALLEN (CHAIRMAN), DR. WALLACE, DR. KEYSER
ASSOCIATE PROFESSOR: DR. MARTIN
ASSISTANT PROFESOR: DR. PENNY

Objectives of the Religion and Philosophy Department

A. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western philosophical heritage.

B. To offer advanced elective courses in Religion and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects

due to personal interest.

C. To offer concentrations in Religion and Philosophy for those students who have more intense personal and academic interests in such areas of study.

D. To offer a Bachelor of Arts degree with majors in Religion and in Religion and Philosophy as pre-vocational preparation for students entering a religious or church-related vocation or otherwise desiring to major in Religion.

Religion/Philosophy Requirements in the General College Curriculum

Candidates for degrees requiring three hours of Religion must take Religion 101. Candidates for degrees requiring six hours of Religion must take Religion 101 (prerequisite for other Religion courses) and a second course from the 200- and 300-level Religion courses.

Philosophy courses count toward fulfilling part or all of the Social Science/ Philosophy requirement of 6 hours. Moreover, Philosophy 221 (Logic) can count as 3 of the 6 hours required in Mathematics. But Philosophy courses do not count toward fulfilling the Religion requirement unless they are cross-listed as Religion.

Religion/Music Related Scholarship

Students taking a minimum of three hours in Religion-related courses each semester and meeting the criteria as established by the Religion or Music Department Heads — $250 per semester as qualified.

Requirements for the Bachelor of Arts Degree with a Major in Religion

Some students who major in Religion will choose to follow a general course of study without selecting a Ministry Specialization. Such students will complete a curriculum which consists of 37 hours of Religion beyond the General College Curriculum requirements. Normally, the Religion major will satisfy the General College Curriculum requirements by taking Religion 101 and 226 (Introduction to Church Ministries) and Philosophy 121 (Introduction to Philosophy). Included in the 37 hours for the major are the following:

A. a department core consisting of Religion 202, 212, 222, and 224.

B. 3 hours from each of the following areas:

I. Biblical studies: Religion 302 (Prophetic Literature), 304 (Poetic and Wisdom Literature), 313 (Teachings of Jesus), 314 (Paul), 317 (John), 319 (Revelation).

II. Historical studies: 334 (American Christianity), 335 (Baptist History), Religion 336 (General Church History).

III. Theological studies: Religion 321 (Contemporary Theology), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy), 325 (Modern Theology/Philosophy).

IV. Religion and Society studies: Religion 340 (Family), 344 (Sociology of Religion).

C. 9 additional hours of Religion (6 hours of which must be 300-level courses)

D. Religion 402 (Senior Seminar)

Other students, however, will desire to combine their academic interests with practical training and supervised experience in a particular Ministry Specialization. Specializations for the Religion major are offered in the following areas:

A. Pastoral Ministry

B. Youth/Education Ministry

C. Social Services/Missions Ministry

The curriculum and total number of hours required in Religion vary with each Ministry Specialization. In each area, however, the student is required to complete the following:

A. the departmental core listed above

B. 15 hours in area I-IV (distribution varying with specialization)

C. a range of practical and interdisciplinary courses supporting the Ministry Specialization.

D. Religion 457 (Practicum in Supervised Ministry)

Requirements for the Bachelor of Arts Degree with a Major in Religion and Philosophy

Students who choose to major in Religion and Philosophy are required to take 18 hours of Religion and 19 hours of Philosophy beyond the General College Curriculum requirements — normally Religion 101 and 226 and Philosophy 121 for majors. The Religion and Philosophy major will complete the following requirements:

A. the departmental core listed above

B. 3 hours each from areas I, II and IV

C. 12 hours of Philosophy including Philosophy 221 (Logic), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy/ Theology), 325 (Modern Philosophy/Theology).

D. Philosophy 402 (Senior Seminar).

Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in Religion are required to complete a minimum of 18 hours of advanced courses at Campbell.

B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all Religion courses attempted; all Religion courses attempted at Campbell.

C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for a Minor/Concentration in Religion or Philosophy

A minor/concentration is offered in Religion and Philosophy. Students must complete 18 hours beyond the General College Curriculum requirements, with 9 hours numbered 300 and above. Courses are to be chosen under the guidance of the Department.

Religion and Ministries Courses

101. Introduction to the Bible (3).
A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. The course, or its equivalent, is a prerequisite to all other Religion courses.

202. Old Testament Thought (3).
An historical and systematic study of major Old Testament concepts.

212. New Testament Thought (3).
A study of the developing thought within the New Testament by the means of a chronological consideration of the historical context of its twenty-seven individual books.

222. Basic Christian Beliefs (3).
A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil and eschatology.

224. Basic Christian Ethics (3). (Also listed as Philosophy 224.)
A systematic study of the ethical implications of faith for the Christian moral life. Included in the study is a comparison of Christian ethics to moral theories held by such philosophers as Plato, Aristotle, Kant and Mill.

226. Introduction to Church Ministries (3).
A study of the history, theology, and practice of the Christian ministry.

Attention will be given to understanding the concept of "call" and to deciding upon a specific area of church-related vocation.

227. Pastoral Ministry (3).
An introduction to the principles and practices of the pastoral ministry. Treatment will be given to pastoral identity and calling, ministerial functions, and contemporary issues facing the modern pastor.

228. Missions Ministry (3).
A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

251. World Religions (3).
A survey of the major religions of the world.

261. Principles of Administration (3).
A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

262. Education Ministry (3).
A study of organizations and methods used in promoting a well-rounded program of religious education through the church, including Sunday School teaching procedures.

302. Prophetic Literature of the Old Testament (3).
A study of selected prophets in their historical contexts. Prerequisite: 202

304. Poetic and Wisdom Literature (3).
A study of Old Testament poetic and wisdom literature in its cultural setting, with special emphasis on the Psalms. Prerequisite: 202

313. Teachings of Jesus (3).
A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the Parables of Jesus. Prerequisite: 212

314. Paul (3).
A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: 212

317. The Gospel of John (3).
A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: 212

319. The Book of Revelation (3).
A study of the last book of the New Testament in the context of the apocalyptic literature of the Old and New Testaments with a view to discovering its message for today. Prerequisite: 212

321. Contemporary Theology (3).
A study of major nineteenth and twentieth century theologians beginning with Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism and death of God theology. Prerequisite: 222

323. Philosophy of Religion (3). (Also listed as Philosophy 323.)
An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language and others. Prerequisite: 222 or Philosophy 121.

324. Ancient and Medieval Theology and Philosophy (3). (Also listed as Philosophy 324)
An historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine and St. Thomas Aquinas. Prerequisite: 222 or Philosophy 121

325. Modern Theology and Philosophy (3). (Also listed as Philosophy 325)
An historical survey of theology and philosophy from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists and Kant. Prerequisite: 222 or Philosophy 121

334. American Christianity (3). (Also listed as History 334)
A study of the history, ideas, and influence of Christianity in America.

335. Baptist History (3).
A study of Baptists, including their origins, history, principles, and practices.

336. General Church History (3). (Also listed as History 336)
An historical study of the major movements and thoughts in the church.

340. Family (3). (Also listed as Sociology 340)
A socio-cultural study of the institution of the family as it exists in a cultural setting. Majority treatment will be given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages, to name a few.

344. Sociology of Religion (3). (Also listed as Sociology 344)
Investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion will be explored.

360. Preaching (3).
A study of the principles of Biblical interpretation with a view to moving from the text to the sermon, including the mechanics of sermon preparation and delivery.

362. Youth Ministry (3).
A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in the local church.

402. Senior Seminar (4).
Advanced investigation and research on selected topics in Biblical studies, Church History, Theology and Philosophy.

457. Practicum in Supervised Ministry (4).
The student participates in a field-learning experience under supervision in his or her chosen area of ministry. Offered Spring semester only.

PHILOSOPHY COURSES

121. Introduction to Philosophy (3).
An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion and metaphysics.

221. Logic (3).
A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic and modern symbolic logic.

224. Basic Christian Ethics (3). (Also listed as Religion 224)
A systematic study of the ethical implications of faith for the Christian moral life. Included in the study is a comparison of Christian ethics to moral theories held by such philosophers as Plato, Aristotle, Kant and Mill.

323. Philosophy of Religion (3). (Also listed as Religion 323)
An examination of differing views on basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language and others.

324. Ancient and Medieval Philosophy and Theology (3). (Also listed as Religion 324)
An historical survey of philosophy and theology, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine and St. Thomas Aquinas.

325. Modern Philosophy and Theology (3). (Also listed as Religion 325)
An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the pietists, the rationalists, the empiricists and Kant.

444. Ancient and Medieval Political Thought (3).(Also listed as Government/ History 444)
A survey of the political thinkers who provided the ideas which became the basis for the Western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St.Augustine and St. Thomas Aquinas.

445. Modern European Political Thought (3).
(Also listed as Government/History 445)
The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

SCIENCE EDUCATION

117. Principles of Chemistry and Physics for Elementary Education Majors (4).
A course to expose the student to the fundamental principles and concepts in Physics and Chemistry. Coordinated laboratory assignments are included in both disciplines. Open only to students concentrating in elementary education. Fall only.

118. Principles of Biology and Earth Science for Elementary Education Majors (4).
An introduction to the principles of Biology and Earth Science which is activity oriented and emphasizes the process by which scientific problems are solved. Subject matter covered includes units on human biology, environment, rocks, weather, and objects in space. Open only to students concentrating in elementary education. Spring only.

211. Applied Photography (3)
A course designed to meet the needs of students requiring a knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week. This course does not satisfy degree requirements in Science.

231. Descriptive Astronomy (4).
A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112. This course does not satisfy degree requirements in Science.

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

Dean: Thomas H. Folwell, Jr.

Professors: Eric Brodin, Clifford Miller, Jiehjou Wu

Associate Professors: Christine Beasley, Thomas Folwell, Edith Mulkey, Lamar Norwood, Vasant Raval, Ellen Sykes, Bayred Vermillion

Assistant Professors: Yu-Mong Hsiao, Gloria Lockerman, Lawrence Nicholson, James Witherspoon

Instructors: Vincent Chase, David Cooke, Willis Gupton, Raif Onvural, Marshall Woodall

Named in honor of the families of the late Burrows T. and Mabel L. Lundy and the family of Lewis M. and Annabelle L. Fetterman of Clinton, North Carolina, the Lundy-Fetterman School of Business officially opened as a separate school beginning on January 9, 1984.

Consistent with the broad goals and strong liberal arts tradition of Campbell University, the School of Business offers at the undergraduate level several curricula built upon the general college curriculum.

The ultimate goal of the Lundy-Fetterman School of Busines is to produce well-educated graduates equipped to become effective and ethical business practitioners. Graduates are expected to perform effectively at entry levels in business and government and to advance to responsible positions of leadership.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

BACCALAUREATE	ASSOCIATE
Accounting	General Business
Business Administration	Computer Information Systems
Computer Information Systems	
Economics	
Trust Management	

GRADUATE PROGRAM IN BUSINESS

In the fall of 1978, the Department of Business initiated a graduate program which leads to the Master of Business Administration degree. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. Detailed information about this program is available through the Campbell University Graduate Bulletin on Business.

THE LUNDY CHAIR

Established in April of 1975, the Lundy Chair exposes all business students to the principles of free enterprise by bringing to the campus nationally recognized free market economists.

SOUTHEASTERN TRUST SCHOOL

Sponsored by the Lundy-Fetterman School of Business, the Southeastern Trust School offers a professional two-week intensive residence session each year for Trust Department personnel from member banks of the American Bankers Association. The Southeastern Trust School is accredited by the National Graduate Trust School for the first year of study at the National Trust School operated by the Trust Division of the American Bankers Association.

EXECUTIVE-IN-RESIDENCE COURSE

Each year the Lundy-Fetterman School of Business offers a course entitled The World of Business taught by a senior business executive. Additional key business personnel from the surrounding community serve as guest lecturers and group leaders at different sessions during the course.

ACADEMIC PROGRAMS

ACCOUNTING

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 333, 334, 335, 336, 443, 444, Business Administration 200, 221, 222, 313, 314, either 331 or 332, 336 Computer Information Systems 125, Economics 223, 224, 357, 453, 447.

213-214. Accounting Principles (4, 3).
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals, worksheets, financial statement, negotiable instruments and departmental costs.

323-324. Intermediate Accounting (3, 3).
A study of the principle accounting statements. Review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3).
A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

333-334. Taxation (3, 3).
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

335-336. Cost Accounting (3, 3).
The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

443. Auditing (3).
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the Internal auditor and the public auditor are studied. Prerequisite: Accounting 323, 324.

444. Advanced Accounting (3).
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisites: Accounting 323, 324.

BUSINESS ADMINISTRATION

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course, Business Administation 200, 221, 222, 313, 314, 331, 332, 336, Computer Information Systems 125, Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in General Business (AA): English 111, 112, 221, or 223, P.E. 185 and one P.E. activity course, Math (either 140, or 160), Psychology 222, Government 229, Religion 101 and one religion elective, Acccounting 213, 214, Business Administration 200, 221, 222, 313, 336, Economics 223, 224, Secretarial Science 111, 331.

200. The Philosophy of Business (3).
Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism, government protection, regulation, and control of business; problems of poverty and famine, inequality, conservation of resources, pollution, monopoly, trade unionism, automation, and managed currencies. Course includes discussion of business policy for corporate executives.

221-222. Business Law (3, 3).
The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3).
A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

331. Principles of Management (3).
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3).
A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

336. Business Communications (3).
A study of theory and practice in communications for business purposes. Focus is primarily in three areas: the theory, process and problems of communication; development of effective internal communications and practice; development of effective external communications and practice. Prerequisite: Junior Standing.

433. Principles of Insurance (3).
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisite: Junior standing, completion of Business Law 222; or approval of instructor.

435. Principles of Real Estate (3).
Fundamental principles and problems in purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

441. Retail Management (3).
A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions. Prerequisite: Economics 224.

442. Advertising (3).
The purpose of this course is to provide students with a basic knowlege of advertising principles and practices in the general field of business. This

includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

536. Seminar In Management (3).
A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites; Senior standing in Business Administration and permission of the instructor.

550. The Practice of Management (3).
A course designed to focus on an overall organization and to gain an undertanding of the task, requirements, responsibilities and practices of the manager. Subject matter discussed covers area of concern with which all mangers can expect to deal and in which all managers have to be literate regardless of functional background, or purpose and size of their organization. Prerequiste: Senior standing in Business Administration and permission of the instructor.

560. The World of Business (3).
A course designed to relate business theory with real world applications. Seminars, case studies and group discussion are led by business executives. Prerequisite: Senior standing in Business and permission of the School of Business.

COMPUTER INFORMATION SYSTEMS

LAMAR NORWOOD, CHAIRMAN

Requirements for a major in Computer Information Systems (BBA): Accounting 213, 214, and 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, 336, Computer Informations Systems 125, 126, 241, 244, 342, 345, 351, 360, 420, 452, 462, Economics 223, 224, 453.

Requirements for a major in Computer Information Systems (AA): English 111, 112, Math 140, 160, History 111, 112, Art or Music 131, Natural Science, Religion 101, P. E. 185 and one P.E. activity course, Accounting 213, 214, Business Administration 331, 336, Computer Information Systems 125, 126, 241, 244, 351, Economics 223, 224.

125. Introduction to Computers (3).
This course presents the development of data processing from its beginning to its present-day form and future potential. The student will learn to program the computer using BASIC.

126. Basic Programming (3).
Interactive computer programming is approached by using problem analysis.

Problem analysis will involve determination of steps to produce the desired results, then the translation of those steps into a programming language.

240. Pascal Programming (3).
An introduction to the Pascal programming language covers flowcharting, programming and debugging. There will be an emphasis on proper programming techniques found in an industrial environment.

241. Cobol Programming I (3).
Introductory COBOL programming involves writing business application programs such as payroll, accounts payable, accounts receivable and inventory control. Prerequisite: CIS 126.

244. RPG Programming (3).
Introduction to the RPG Programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications. Prerequisite: CIS 126.

342. Cobol Programming II (3).
Theory and application of the COBOL programming language will be taught as used in commercial installations. Students will prepare programs from applications commonly encountered in business and industry. Prerequisite: CIS 241.

345. Data Base Management (3).
The structure, design and development of data bases are investigated with emphasis on using the data base management software as an integral component of an information system. Prerequisite: CIS 342.

351. System Analysis (3).
The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation and evaluation of a computer system. Prerequisite: CIS 241 or CIS 244.

360. Software and Hardware Concepts (3).
The course surveys technical topics related to computer systems including: communications, data base management, language differences, mini and micro computer maintenance, cost versus performance. Prerequisite: CIS 342.

420. Distributed Data Base (3).
The features of centralized, decentralized and distributed systems will be examined. The impact of distributed systems on the business enterprise will be studied via the medium of case studies. Technological implications of computer hardware, software and communications are discussed as they relate to the design, development and implementation of distributed data processing systems.

452. Computer Informations System Management (3).
The manager's role in data processing, his relationships and responsibility to those outside the data processing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest concepts being utilized. Prerequisite: CIS 351.

462. Computer Informations System Design Project (3).
The student analyzes, designs, and implements a new system or modifies an existing system required on-campus or at a local business.

470. Independent Study (3).
Offered with permission of department chairman.

ECONOMICS

Requirements for a major in Economics (BS), (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 459 and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student msut complete Math 222.

223. Economics (3).
A study of the national economy with emphasis on economic intitutions; determination of national income; economic fluctuations, functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

224. Economics (3).
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224.

357. Public Finance (3).
A study of the revenues and expenditure of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

447. Business and Government (3).
Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government-created monopolies. Prerequisite: Economics 223-224.

448. Quantitative Methods (3).
A study of the use of statistics in evaluating empirical evidence. Topics include: the requirements for a statistical method to be valid, linear programming and a survey of operations research techniques. Prerequisites: Math 140-160.

453. Money and Banking (3).
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

454. Labor Economics (3).
Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economic implications of labor policy. Labor relations and the community. Prerequisites: Economics 223-224.

455. Comparative Economic Systems (3).
Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

456. History of Economic Doctrine (3).
A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

458. International Economics (3).
A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

459. Senior Seminar in Economics (3).
Selected topics with small classes. Prerequisites: Economics 223-224.

460. Independent Study (3).
Offered with permission of department chairman.

TRUST

CLIFFORD MILLER, DIRECTOR

Requirements for a major in Trust Management (BBA): Accounting 213, 214, 333, 334, Business Administration 200, 221, 222, 314, 336, 433, 435, Computer Information Systems 125, Economics 223, 224, 453, Trust Management 330, 430, 431, 515, 530, 531, 532, 533, 535, 536.

330. Wills, Estates and Trusts (3).
A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a

dispositive device. The planning and administration of property in estates and trusts.

430. Fiduciary Law (3).
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3).
A study of the field of investments; the securities markets; classes and characteristics of each; mathematics of investment; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 241, Corporate Finance 314.

515. Operational Functions of a Trust Department (3).
A study of organization staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals and maintenance of records. Prerequisites: Wills, Estates and Trusts 330, Fiduciary Law 430.

530. Fiduciary Law (3).
A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investment (3).
A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3). (New Business Development)
A study of the principles of interstate law, taxes and techniques of planning the disposition of property by will and trust. Fields covered include wills, intervivos trusts, insurance trusts, pension and profit-sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of a plan and presented to live participants. Considerable emphasis is placed on new business development; postmortem planning. Perequisites: Fiduciary Law 530, Taxation 533.

533. Taxation (3).
A study of the basic principles and major problems of federal estate and gift

tax laws in the light of the Tax Reform Acts. Some attention will be given the problems of local inheritance tax laws with particular attention to recent changes. Prerequisite: Taxation 333.

535. Estate Administration and Accounting (4).
A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of income tax and gift and estate tax returns, investment review, accounting procedures which requires the student to inventory assets, set up and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility including postmortem planning: prepare all necessary court accounting, make final contribution per terms of the Last Will and Testament. One hour lab session follows each class period.

536. Qualified Retirement Plans (3).
A course designed to familiarize the student with the concept of IRS approved retirement plans, terms used in retirement planning and the basic concepts used in designing the two basic retirement plans - Defined Benefit Pension Plans and Deferred Profit Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over the semester course, students will develop a Corporate Retirement Plan. Administration, Investment Portfolio Functions, reports and allocation of assets will be emphasized. Prerequisites: Taxation 333 and 533, Introductory Investments 431.

SECRETARIAL SCIENCE

111. Elementary Typewriting (2).
A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students 35 words a minute.

112. Intermediate Typewriting (2).
Measurement of basic and production skills, with emphasis on letter, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

221. Advanced Typewriting (2).
Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

222. Advanced Typewriting (2).
Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; Accounting students, 55 words a minute.

331. Office Machines (2).
Speed and accuracy are stressed in the operaton of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

SCHOOL OF EDUCATION

Dean: Dr. Theo Strum

Department Chairmen:

Education: Dr. Theo Strum
Home Economics: Mrs. Leonore Tuck
Military Science: LTC Kenneth Chelf
Psychology: TBA
Social Work: TBA

The School of Education is comprised of the departments of Education, Psychology, Home Economics, Military Science and Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Pre-school and Early Childhood Education; Early Childhood and Intermediate Education; Middle Grades Education; Home Economics Education, General Home Economics; Clothing-Textile-Fashion Merchandising; Home Furnishings Merchandising Food Service Management; Military Science; Psychology; and Social Work.

In addition, the School offers the professional component for teacher certification in all areas.

PURPOSE

The School of Education has one primary purpose; that is, by program, guidance, example and influence to develop graduates who excel in their fields and exemplify the ethical and moral concepts of Christianity. Within this setting, the School of Education has as its objectives the following:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the most important functions of the University since it became a senior college.
2. To provide majors in the area of Elementary Education - Pre-School; Early Childhood, Intermediate and Middle Grades.
3. To provide a major in Psychology.
4. To provide majors in the Home Economics areas.
5. To provide appropriate experiences in the Military Sciences.
6. To provide a major in Social Work.
7. To provide minors in Home Economics, Psychology and Sociology (21 hours each area)

Graduate Programs In Education

Graduate programs in Education were begun the summer of 1977. Programs leading to a Master of Education Degree are offered in the following areas: Administration, Curriculum Specialist, Counseling, Early Childhood and Intermediate Education, Middle Grades Education, English Education, Math Education, Physical Education, Science Education and Social Science Education. Sixth-year programs (Education Specialists) are scheduled to begin in the Fall of 1986 in the areas of Administration, Curriculum Specialist, and Early Childhood Education. Detailed information about these programs is available through the Campbell University Graduate Education Bulletin.

EDUCATION

PROFESSORS: DR. CALVERT, DR. STRUM (CHAIRMAN), DR. TURNER
ASSOCIATE PROFESSORS: MRS. GRAY, DR. TAYLOR
ASSISTANT PROFESSORS: DR. DAVENPORT, DR. GIESBRECHT, MR. NICHOLSON, DR. SIMMONS

Admission Policy for Teacher Education

All students desiring a program leading to teacher certification MUST be approved for (1) admission to the Teacher Education Program and (2) admission to student teaching.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following requirements:

1. A minimum grade point average of 2.0 in the major field, in overall scholastic work, and a C or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of the National Teacher Examination.

Application for admission to student teaching should be submitted by the second semester of the Junior year and prior to November 1 or March 1.

The criteria for admission to Student Teaching include the following:

1. A minimum grade point average 2.25 in overall scholastic work; a minimum of 2.00 in the major field and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans student teaching.
2. Approval of Major Department and Department of Education.
3. No probations, academic or otherwise.
4. Approval of Teaching Education Committee.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be obtained. In addition, all course requirements must be met along with satisfactory scores on the National Teachers Examination.

COURSE REQUIREMENTS:

Pre-School and Early Childhood Education

The Pre-School and Early Childhood Education program is designed to prepare students for work in public or private pre-school child care centers as well as certification for public and private teaching in a K-4 program. Requirements for the major are as follows:

Art 321, English 111, 112, 221 or 222, 223 or 224, 312; History 111, 112, 221, 222, 332; Foreign Language 101, 102, 111; Religion 101, Religion elective; Math 111, 203; Science Education 117, 118; Physical Education 185, Physical Education Activity, Physical Education 334; Government 229, Home Economics 227, 235, 334, 365, 453; Health 333, 444; Music 131; Geography 113; Psychology 222, 373; Speech 115; Sociology 345; Education 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 456, 457.

Early Childhood (K-4) and Intermediate (4-6)

The Early Childhood (K-4) and Intermediate (4-6) programs are designed to prepare a student for certification in both the Early Childhood and Intermediate areas. However, with appropriate planning a student may work toward certification in only one of these areas.

Course requirements for the Bachelor of Science degree in the combined Early Childhood and Intermediate areas are as follows:

English 111, 112, 221, or 222, 223 or 224, 312; Foreign Language 101, 102, 111; Fine Arts 131 (Music, Art or Drama); Music 321; Art 321; Speech 115; History 111, 112, 221, 222, 332; Government 229; Geography 113; Sociology 345; Math 111, 203; Health 333, 444; Psychology 222, 373; Religion 101, Religion Elective; Science Education 117, 118; Physical Education 185, 334 and one other activity course; and Education 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 456, 457.

Middle Grades (6-9)

The Bachelor of Science degree with a major in Middle Grade Education, in addition to the basic program, requires two concentration areas to be selected from Cultural Arts, Language Arts, Mathematics, Physical Education, Science and Social Science.

All Middle Grades majors are required to have the following:

English 111, 112, 221, or 222, 223, or 224, 312; History 111, 112; Government 229; Sociology 345; Foreign Language 101, 102, 111; Religion 101; Religion Elective; Mathematics 111, 203; Music 131 or Drama 131; Art 321; Physical Education 185, 334, and one activity course; Science Education 117, 118; Psychology 222, 373; Speech 115; Health 333, 444; Education 221, 300, 341, 352, 431, 434, 436, 441, 449, 451, 456, 457, and two concentraton areas selected from:

Cultural Arts: Art 131, Drama 131, Music 131, Art 321, Music 321, and 6 semester hours electives in Cultural Arts.

Language Arts: English 111, 112, 221 or 222, 223 or 224, 312; Speech 115, Drama 131, Education 300, 434, 441.

Physical Education: Physical Education 100,185, 236, 336, 335, 331, 3 semester hours from (101-122) and Practicum (1 semester hour).

Mathematics: Mathematics 111, 112, 122, 203, 160 and 3-6 semester hours electives.

Science: Science Education 117, 118, Geology 111, and two four-hour science electives.

Social Science: History 111, 112, 221, 222, 332; Government 229, Geography 113; Sociology 345.

Professional Education Requirements (Secondary, Music, and Physical Education):

Students desiring professional certification in a secondary area (9-12), Music, and Physical Education (K-12) must meet all the admissions criteria of the Teacher Education Program and complete the following courses.

Education 221, 341, 441, Psychology 222, and during the student teaching semester, Education 431, 452, 454, subject area Methods, Education 453, and Education 458. Student Teaching (Education 458) is offered in the Spring semester only.

Certification Requirements for Secondary Areas, Music and Physical Education (Subject Area Requirements):

Biology: A minimum of 32 hours in Biology including Biology 111, 202, 203, 327, 342, 430, 437 and; Mathematics 112, 160;Chemistry 111, 113, and 207 or 208, and 228; Physics 221-222 or Physics 251-252; Science Education 453; and the professional Education sequence.

Chemistry: Chemistry 111, 113, 215, 227, 228, 327, 331, 334, 451, and 452; Calculus and one year of Physics; Science Education 453 and the professional Education sequence.

Comprehensive Science: Twenty-four semester hours in either Geology, Biology, or Chemistry; Eight semester hours of Physics; Eight semester hours in each of the sciences; Calculus; Science Education 453, and the professional Education sequence.

English: English 221, 222, 223, 224, 315, 405 or 415 or 500; 418 or 420 or 422; 423 or 425 or 430; 440 or 445 or 450 or 455; nine hours of English electives; English 453; and the professional Education sequence.

Foreign Languages: French: French 111-112, 221-222, 231-232, 250, 300 three additional courses above the beginning level; French 400; and the professional Education sequence.

Spanish: Spanish 111-112; 221-222, 231-232, 241-242, 250, two Spanish courses above the beginning level; Spanish 400; and the professional Education sequence.

History: History 111-112, 221-222, two Junior senior level courses in European History; Two junior senior level courses in American History, History 451, Government 229, Economics 223, 224; Geography 113 or Sociology 225, Social Science 453 and the professional Education sequence.

Home Economics: A minimum of 36 hours in Home Economics; Home Economics 111, 112, 227, 365, 213, 445, 455, 221, 235, 222, 332, 334, 453 and 448. Complete a minimum of 300 hours of on-the-job experience in one or more specialized areas of Occupational home economics and the professional Education sequence.

Math: Successful completion of at least 33 semester hours in Mathematics above the 200 level and include courses in Linear Algebra and Computer Sciences; Eight semester hours in Physics or Chemistry; Math 453; and the professional Education sequence.

Music Education (K-12 Certification): All music majors require Music 101, 102, 132, 133, 201, 202, 231, 331, 332, 432. Music Education (vocal-keyboard) include, in addition to the above, the following: Music 222, 263, 264, 265, 266, 421, 422, 453: Half-recital the senior year. Music Education (instrumental) include, in addition to the above, the following: Music 263, 264, 265, 266, 401, 434, 424, 453, minor applied instrument (wind); Half-recital the senior year; and the professional Education sequence.

Physical Education (K-12 Certification): Physical Education 100, 101-122; 225, 236, 241-247 (2); 331, 332, 335, 336, 340, Health 211, 237, 325, 425, electives (2 hours) and the professional Education sequence.

Social Science: For Social Science certification, select History or government as a concentration area. In addition six semester hours must be obtained from each of the social sciences, i.e., History, Government, Economics, Sociology and Geography; Social Science 453, and the professional Education sequence.

Endorsements: A candidate seeking certification in one area may receive an endorsement in a second area. Endorsement requirements are as follows:

Biology: Biology 111, 112, 327, 342; and 224 or 241

Chemistry: Chemistry 111, 112, 113, 215; 207 or 227

Geology (Earth Science): Geology 111, 112 and twelve additional hours in Geology

English: Eighteen semester hours of English above English 112 including nine hours in Literature areas.

French: French 101-102, 111-112, 221-222, 223,(French 223 is also recommended)

Spanish: Spanish 101-102, 111-112, 221-222, 231 (Spanish 232 is recommended)

History: History 111, 112, 221-222, twelve additional hours 300 level and above.

Math: Math 222, 223, 224 and two courses from 275, 333, 335, 337, 376, 441, 510, 522

Physical Education: Physical Education l00, 101-122 (3), 225, 236, 331, 335, 336, 340; Health 237; Biology 111 and 221.

EDUCATION

221. Introduction to the Study of Education (3).
Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Laboratory experiences included. Required for all prospective teachers.

300. Children's Literature (3).
Designed for Elementary Education majors (K-9). Includes the reading and evaluation of literature for children. Special attention is paid to book illustrations as well as to a variety of methods intended to encourage children to read and enjoy books.

341. Human Growth and Development (3).
Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Laboratory experience included. Required for all prospective teachers. Prerequisite: Psychology 222.

351. Early Childhood and Intermediate Education (3).
The development, philosophy and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for children ages five through twelve, including those with special needs. Laboratory experiences included. Prerequisite: Education 221.

352. Middle Grades Curriculum (3).
The development, philosophy and goals of the 6-9 school with particular

attention paid to the curriculum, organizational patterns and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for pre- and early adolescent students aged twelve through fourteen or fifteen. Laboratory experiences included. Prerequisite: Education 221.

431. Educational Psychology (3).
A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance assessment; and the evaluation of research in Educational Psychology. Laboratory experiences included. Required of all teacher education majors. Prerequisite: Psychology 222.

433. Language Arts for Early Childhood and Intermediate Education (3).
Emphasis is placed on an integrated, holistic approach to language arts instruction. Developmental theory, diagnostic-prescriptive teaching approaches and both formal and informal assessment models are utilized in building and understanding of the purposes and structure of the language arts program at the K-6 level. Laboratory experiences included. (Required for Early Childhood and Intermediate certification.)

434. Language Arts for Middle Grades Education (3).
Language Arts instruction is approached from an integrated holistic perspective. Developmental and instructional theories are presented as a basis for understanding the purposes and structure of the language arts program designed for middle grades. Specialized topics such as materials and diagnostic-prescriptive procedures are treated. Laboratory experiences included. (Required for Middle grades certification.)

435. Mathematics for Early Childhood and Intermediate Education (2).
Prerequisite: Math 111 and 203 or equivalent. Presents modern techniques and methods of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one corrrespondence,and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and material appropriate for classroom and laboratory work. (Required for Early Childhood and Intermediate certification.)

436. Mathematics for Middle Grades Education (2).
Prerequisite: Math 111 and 203 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early-adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing in pre- and early-adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials

appropriate for classroom and laboratory work. (Required for Middle Grades Certification.)

440. The Teaching of Reading in the Early Childhood and Intermediate Grades (3).
The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experiences included. (Required for Early Childhood and Intermediate certification.)

441. The Teaching of Reading in the Middle and Secondary Schools (3).
This survey course in developmental and corrective reading instruction considers issues, objectives,methods and materials for grades 6-12. Specific areas covered are: an understanding of the nature of reading, initial reading procedure, word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities, and a variety of methods and materials. Includes teaching of reading in the content areas. Laboratory experiences in schools constitute part of the requirement. (Required for Middle Grades and Secondary certification.)

448. Social Studies for Early Childhood and Intermediate education (2).
The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, on techniques for developing classroom experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and personal value system. (Required for Early Childhood and Intermediate certification.)

449. Social Studies for Middle Grades Education (2).
An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early-adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selection and utilization of learning materials, specialized equipment, and resources. (Required for middle Grades certification).

450. The Science Curriculum, Methods and Materials for Early Childhood and Intermediate Education (2).
A study of curricular trends, the structure of science education and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources—natural and human, evaluation and integration of science concepts

and skills into the total learning environment for young children. (Required for Early Childhood and Intermediate certification.)

451. The Science Curriculum, Methods and Materials for the Middle Grades (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individualized learning through interest centers, development of field resources—both natural and human, evaluation and integration of science concepts and skills in the life patterns and career choices of pre- and early-adolescent pupil. (Required for Middle Grades certification.)

452. The Secondary School (3).
The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims, purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. (Required for Secondary certification).

453. General Methods in Teaching Secondary School (1½).
Study of the general methods, techniques, practices and the selection and organization of instructional matierals, and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject area methods are required for certification.

454. Audio-Visual (1).
Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids. (Taken in block.)

455. Non-Certification Practicum (6).
Designed for Elementary Education majors who are not seeking teacher certification. Maybe used to fulfill requirements for graduation in lieu of student teaching.By permission of advisor.

456. 457. Student Teaching Practicum (Early Childhood, Intermediate, Middle Grades)
Student teaching is conducted on a full-time basis during the second half of the first and second semester of the senior year. The student teacher observes, aids, ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade "C"

or better in all professional education courses, and admission to the student teaching phase of the teacher education program. (Six hours each semester.)

458. Student Teaching (6) (Secondary)
Student teaching is conducted ona full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program. Offered in Spring semester only.

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK (CHAIRMAN), MRS. KING
INSTRUCTOR: MRS. LASSITER

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile-Fashion and Home Furnishing Merchandising, General Home Economics or Food Service management must complete satisfactorily at least 32 semester hours in Home Economics in the area of Foods and Nutrition, Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentraton.

Requirements for a Concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentraton in Home Economics education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers. Dual certification in Middle Grades Occupational Exploration, Occupational and Vocational Home Economics can be obtained.

Requirements for a Concentration in Clothing-Textile-Fashion and Home Furnishings Merchandising: A candidate for the Bachelor of Science degree with a concentration in Clothing-Textile-Fashion Home Furnishings Merchandising must satisfactorily complete 21 semester hours in Business Administration, 3 semester hours in Art and 3 semester hours in an "internship program." These concentrations lead to an optional certification in Distributive Education, Occupational and Vocational Home Economics.

Requirements for a Concentration in General Home Economics and Food Service Management: A candidate for the Bachelor of Science degree with a concentration in General Home Economics and Food Service Management must satisfactorily complete the requirements for the specified major.

An Interdisciplinary Program in Education and Home Economics with emphasis in Pre-school and K-4 certification must satisfactorily complete the requirements of both Departments.

FOODS, NUTRITION, FOOD SERVICE MANAGEMENT

111. Food Science (3).
Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3).
The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2).
A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

321. Quantity Cookery (3).
Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).
Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the Spring semester. Prerequisite: Home Economics 227.

328. Sanitation and Safety (3).
A study of the causes, effects and procedures for prevention of food service related illness, injuries.

421. Food Service Management (3).
A study of the principles that apply in the management of food service personnel, cost analysis and control, procurement system analysis; planning and organizing a food service operation.

431. Food Service Management Supervised Experience (6).
Field experience under direct supervision of a registered dietitian.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

235. Child Development (3).
A study of the factors affecting the development of preschool children. Emphasis is given to the influence of the home on human development.

Observation in preschool education settings gives opportunity for studying the child in a group situation.

365. Family Relationships (3).
A study which includes interpersonal relationships of family members as a factor in individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3).
The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamental and Tailoring (3).
The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textiles (3).
A study of textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics. Laboratory coordinated with lectures.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. Contemporary Housing and Management for the Young Careerist (2).
A course designed to aid young career men and women in understanding personal problems in everyday living with emphasis on an understanding of the function, economic and aesthetic qualities of suitable housing. A study of design for comfort, convenience, and character, construction, building materials, and amenities of contemporary housing as it has been influenced by our architectural heritage.

109. Handicraft (2).
An introduction to various creative handicraft using different mediums — yarns, craft, needlework, fabric design and handicrafts.

213. The House and its Furnishings (3).
A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (3).
A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery making, and the making of small accessories. Includes working with a furniture store, or interior designer.

348. Housing (3).
The social, economic, and aesthetic factors of house design and its relationship to its environment.

445. Consumer Economics and Management(3).
Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

455. Management of Human Resources/Residence (3).
A study which includes the principles of management in the house with emphasis on values as they affect the use of human resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (3).
A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools is included.

438a. Pre-Vocational Education (3).
A course designed for those who wish to teach in pre-vocational education programs. Emphasis on role of pre-vocational education in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching approaches and youth activities. Observation in middle schools included.

438b. Pre-Vocational Education — Service Occupations — Service Laboratory (3).
A course designed for those who wish to teach in the service area of Pre-Vocational Education. Included service area teaching approaches, evaluation techniques and resources; emphasis on development of instructional media.

448. Occupational Education (3).
A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

453. Methods of Teaching Home Economics (1.5).
A study of the methods and materials appropriate for teaching in home economics areas of instruction.

INTERNSHIP PROGRAMS

156-456. Clothing—Textile—Fashion, Home Furnishing Merchandising, Home Economics Education Subject Areas Internship (3).
Nine-week internship programs with a cooperating store for "on-the-job-training-program." For Clothing—Textile—Fashion, Home Furnishing Merchandising, and Home Economics subject areas.

466. Home Economics Extension Trainee Program (3).
Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

INDEPENDENT STUDIES (1-3).

199. Planning the Functional Home and Architectural Drawing (3).
Basic needs and wants in housing with emphasis on functional design. Problems in drawing homes to scale using architectural equipment and symbols.

299. Interior Design and Decoration (3).
A more extensive study of period decoration including dominant influences and characteristics of historical interiors, furniture, ornamental design, and architecture. Elements of design wtih major emphasis on color and space reinforce the basic knowledge of the general home furnishings course.

399. Problems in Interior Design (3).
Practical problems in interior planning with the use of fabrics, rugs and carpets, furniture selection and arrangement, and the use of accessories for the traditional and contemporary home.

MILITARY SCIENCE

PROFESSOR: LIEUTENANT COLONEL CHELF (CHAIRMAN)
ASSISTANT PROFESSORS: MAJOR ALLEN, CPT JOHNSON, CPT KOONE, CPT BUCK, CPT BAGWELL, CPT COGOSSI
INSTRUCTORS: SERGEANT MAJOR HOLLIS, MASTER SERGEANT SAUNDERS

OBJECTIVES:

The objectives of the Army ROTC Program are to attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a pratical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

SCOPE

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all fulltime freshmen and sophomores, and its completion is a prerequisite for Advanced Course application. Prior military science or high school JROTC experience

may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactory complete the Advanced Course are commissioned Second Lieutenants upon graduation.

BASIC COURSE

The Basic Course consists of MS 101, 102, 103, 201, 202, and PE 111, 112 courses taught by Military Science Faculty. Students satisfy Basic Course requirements by taking any four of the above courses; however MS 202 is a mandatory course that must be taken before entry into the Advanced Course.

101. Military Organization (1).
An orientation to the US Army concentrating upon the historical development of ROTC and related customs, courtesies and traditions of uniformed service. One (1) lecture hour per week.

102. Basic Leadership and Management (1).
An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics and the decision making process. One (1) lecture hour per week.

103. How to Study (1).
An introduction to the practical application of studying. Emphasis is on study techniques to include planning and time utilization, outlining and note taking, and preparing for and taking examinations. Special problems related to written requirements, foreign language study and other disciplines are analyzed. One (1) lecture hour per week.

201. Studies in Decision Making (2).
A study in progressive leadership concentrating on leadership models, personality and the perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Two (2) lecture hours per week.

202. Land Navigation and Tactics (2).
An introductory course in land navigation and rifle squad organization, capabilities and tactics. Two (2) lecture hours per week.

221. Basic Camp (3).
An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced Course. Six (6) week summer program at Ft. Knox, KY for Cadets from universities and colleges of the entire nation.

PHYSICAL EDUCATION COURSES WITH MILITARY SCIENCE CREDIT:

111. Marksmanship (1).
111, 112. Orienteering and Mountaineering (1).

111, 112. Beginning-Intermediate Self Defense (1).
111, 112. Scuba and PADI Certification. (1)
112. Skiing (1).

301. Unit Level Command Responsibilities (3).
A study in leadership from the prospective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training and selected presentations. Three (3) lecture hours and one (1) laboratory hour per week.

302. Terrain Analysis (3).
An integrated course of academics and military skills combining advanced land navigation with squad level tactics. Laboratory periods concentrate on leadership development, physical training and selected presentations. Three (3) lecture hours and two (2) laboratory hours per week.

311. Military Leadership and Behavior (3).
This course includes case studies of eight successful military leaders. Each leader is biographically studies and excerpts from his career which emphasize valuable leadership characteristics are analyzed.

312. Military Administration (3).
This course includes instruction and practical exercises in the following areas: Administrative Records, Correspondence Management, Files Management, DA Publications Management, Personnel Management, Promotion and Reduction System, Miltary Boards and Investigations, Mail and Safeguarding Classified Information, Financial Management, Office Career Management and Awards and Decorations.

321. Applied Military Leadership (3).
An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, N.C. for all Advanced Course cadets from universities and colleges of the eastern seaboard states.

401. Basic Officer Course Preparation (3).
Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-Development, Leadership Aspects of Contemporary Issues, Unit Rediness, Company Administration, Effective Written Communications, Awards and Decorations and Fundamentals of Management. Three (3) lecture hours and one (1) laboratory hour per week.

402. Advanced Leadership and Management (3).
Studies in military staff organization and procedures to include topics essential to newly commissioned officers. These subjects are customs and traditions of the Service, Ethics and Professionalism. Written and Oral Communications,

Personnel and Training Management, Military Justice, Law of War, International Law, US Army Logistics, Maintenance Management and Soviet Army Indoctrination. Students prepare and present military science instruction to military science classes. Three (3) lecture hours and two (2) laboratory hours per week.

411. Military Operations (3).
Course content includes company and battalion tactical doctrine and specialized operations. Stresses students' leadership ability through academic study and practical exercises in small unit tactical doctrine and related topics. Subjects include Map Reading, Troop Leading Procedures, Principles of War, Formations and Battle Drill, Offensive Tactical Doctrine, Defensive Tactical Doctrine, Retrograde Operations, Infantry-Tank Combined Operations, Tactical Communications, Fire Support Planning, Combat Intelligence and Combat Leadership Problems.

412. Military Logistics Management (3).
This course includes instruction and practical exercises in the following areas: Small Unit Supply Procedures, Organizational Maintenance Management, Dining Facility Management, Supporting Service in the Field, Organization of a Supply Point, Motor Convoy Operations, Formal Property Accountability, Requisitioning, Receiving, Storage and Issue Procedures and Records Inspection.

421. The Western Military Experience (3). (Also History 510)
A survey of modern warfare in the West, with particular emphasis on civil-military relations, technological developments, grand strategy, domestic tensions in wartime, and military leadership.

MILITARY SCIENCE DEGREE PROGRAM

The Military Science Department offers a major in Military Science for students who are enrolled in Army ROTC and are planning careers as professional Army Officers. Campbell is the only school in the southeast which offers a degree program in this field. The requirements for Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education.

Core Courses

Art, Music or Drama 131	3
English	12
Foreign Language	12*
History 111, 112	6
Math	6
Physics, Biology, Chemistry or Geology	12
Religion	6
Physical Education 100, 185	3
	Total 60

*Up to six hours may be satisfied by two or more high school units.

Government 229. National Government 3
Government 345. International Relations 3
Geography 113. Physical Geography 3
MS311. Military Leadership Styles 3
MS312. Military Administration 3
MS411. Military Operations 3
MS412. Military Logistics Management 3
MS421. American Military History 3

Sub-total 24
Army ROTC Program 21
*Enrichment Courses 12
Sub-total 33
Electives 10
Total 128

*To be selected from not more than two related disciplines subject to approval by the PMS.

PSYCHOLOGY

PROFESSORS: DR. TURNER
ASSISTANT PROFESSORS: DR. TAYLOR, MR. NICHOLSON, DR. DAVENPORT, DR. GIESBRECHT, DR. SIMMONS

All candidates for the Bachelor of Science degree with a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades — a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department.

Requirements for a major in Psychology: 36 semester hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. No more than 9 hours may be received through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in Biology and Sciology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics). The foreign lanuage recommended for graduation is either French or German.

222. General Psychology (3).
A study of the various fields of psychology; the developmental process; motivation; emotion; frustation and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

232. Social Psychology (3).
The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior, social movement. Cross reference: Sociology 232, offered in Spring.

260. Developmental Psychology (3).
The effect of the bio-social field on man and the psychological evolution through the life span. Offered in Fall.

330. Research Methods in Behavioral and Social Sciences (4).
An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Cross reference: SOWK 330. Offered in Spring.

364. Psychology of Personality (3).
A study of the normal personality included a review of factors which influence personality and individual differences. Offered Fall and Spring.

365. Industrial Psychology (3).
A study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior. Offered on demand.

366. Statistics I (3).
(See Mathematics 160).

368. Psychology of Learning (3).
A survey of the major concepts and experimental methods of learning. Offered in Spring.

369. Physiological Psychology (3).
A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems. Offered in Fall.

372. Perception (3).
A study of vision, auditory, chemical senses and psycho-physical methods. Offered alternate Spring.

373. Psychology of Exceptional Children (3).
A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities. Offered in Fall.

385. Psychology Club Seminar (1).
Psychology majors who have been active in the psychology club for one sesmester may receive l semester hour credit for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

461. Abnormal Psychology (3).
A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment and prevention of these disorders. Prerequisite: 9 hours of Psychology. Offered in Spring.

463. Educational and Psychological Testing (3).
The principles of educational and psychological tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee, two dollars. Offered in Spring.

467. Statistics II (3).
A study in statisticl inference, correlational techniques, "T" tests and analysis of variance will be considered. Offered alternate Spring.

471. Clinical Psychology (3).
A survey of the field of clinical psychology concerning the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 461 and 364. Offered in Spring.

475. Theories of Personality (3).
A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only. Offered Fall and Spring.

480. History of Psychology (3).
This course is an over-all view of the origins of movements, psychological concepts and fields of study. Prerequisite: 12 hours of psychology. Offered in Fall.

490. Practicum in Mental Retardation (3).
Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of classroom activities. Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

492. Practicum Techniques of Counseling (3).

The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student will also write papers concerning some aspect of counseling and his work experiences. He will also develop and write a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

497. Practicum Intensive Work Experience (6).

Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Youth Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

499. Independent Study (3).

A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

SOCIAL WORK

PROFESSOR: DR. WALLACE
ASSOCIATE PROFESSOR: DR. TAYLOR
ASSISTANT PROFESSOR: MR. NICHOLSON
PART-TIME INSTRUCTORS: MISS McELLIGOTT, DR. THOMAS

All candidates for a major in Social Work must be officially admitted to the Social Work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the general education curriculum requirements.
2. A minimum of a 2.0 grade point average on all work attempted.
3. Approval of the faculty in the Social Work program.

Requirements for a major in Social Work are as follows: Social Work 201, 242, 321, 322, 330, 341, 342, 390, 480, 481, 492, 493; Sociology 225, 226, 232, 340, 345, 359, 360; and Psychology 222, 364, 373, 461. The recommended mathematics is Math 160 and Data processing. Sociology 340 may be counted as Religion 340.

SOWK 201. Introduction to Social Work (3)
The field of social work; brief history of the development of social work agencies, analysis of social case work, goal oriented group processes and the community organization role of the social worker. Prerequisites: Sophomore, junior or senior standing and a declared major in Social Work, Religious Education, Law Enforcement, or Psychology.

SOWK 242. Community Organization (3).
The American community as a social system; relationships between major institutional sub-systems in the community; functioning within the organizational structure of an agency and relating to the larger community system; organizational structure and dynamics; the community agency relationship.

SOWK 321. Social Work Methods I (3).
Methods of social work, focusing on the individual and the family; interviewing techniques; developing social histories; the dynamics of the helping relationships; methods of evaluating treatment. A variety of theoretical models are presented. Students are encouraged to examine values, ethics, and attitudes as they relate to the development of an effective helping professional. Prerequisites: SOWK 201, junior status, and a declared major in Social Work.

SOWK 322. Social Work Methods II (3).
Continuation of Social Work Methods I; work with groups emphasizing structure, dynamics and stages of groups, the role of the leader in the group; ethical issues in group work. Various theoretical models will also be examined. Prerequisites: SOWK 321, junior status, and declared major in Social Work.

SOWK 330. (Psychology 330) Research Methods in Behavioral and Social Science (4).
An introduction to the basic research methods in behavioral and social science. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course.

SOWK 341. History and Systems of Social Welfare (3).
Development of social welfare as an emerging institution; English Poor Law; development of social welfare systems in the United States from the Colonial period to the present; analysis of each historical period in terms of the philosophical values and view of humans each reflects. Prerequisites: SOWK 201, junior status, and a declared major in Social Work.

SOWK 342. Social Welfare Policy (3).
Social welfare policy: programs, policies, and issues examined within an analytic framework; eligibility criteria; types of benefits, service delivery systems, and financing; values reflected by choosing particular policy options. Prerequisites: SOWK 341, junior status, and a declared major in Social Work.

SOWK 390. Early Field Experiences in Social Work (3).
Development of beginning skills in providing direct services to clients in a variety of settings. Students work a minimum of eight hours each week for a total of 100 hours distributed over the duration of the course under professional supervision in a community service agency. Students attend a weekly seminar in which knowledge gained from the field experience is shared. This field experience is intended to orient the student to the helping professions early in the college career. Prerequisites: SOWK 201 by permission of the instructor.

SOWK 480. Senior Seminar I (1).
Advanced seminar integrating social work theory and practice.

SOWK 481. Senior Seminar II (1).
Continuation of Senior Seminar in Social Work I. (Ethics) Prerquisite: SOWK 480.

SOWK 492. Internship in Social Work I (6).
SOWK 493. Internship in Social Work II (6).
Field experience supervised by a faculty member holding the M.S.W. degree in Social Work in an approved social welfare agency, mental health clinic, home for the aged, correctional institution, or a setting approved by the Social Work faculty for a minimum of 400 hours during the senior year. Application must be made to the course instructor at the beginning of the regular semester preceding the practicum. Students are responsible for all transportation needed in the practicum. Students who have previously received credit from working in a specific agency may be required to choose a different agency for the practicum. Prerequisites: Satisfactory completion of courses specified by the Department of Social Work and approval of the Department. SOWK 492 & 493 may be taken over two semesters (200 hours each) or full-time during the summer. (400 hours).

SOCIOLOGY

Sociology 225. Principles of Sociology (3).
A scientific study of human social interaction and society. Specific topics include culture, institutions, groups, collective behavior and population.

Sociology 226. Social Problems (3).
The nature and extent of social problems in contemporary life are examined in terms of cause and constructive methods of treatment and prevention.

Sociology 232. (Psychology 232) Social Psychology (3).
The study of patterns of interaction of personalities which characterize social life. The study of the group's influence on personality through status and role, rumor, leadership, crowd behavior, and social movements.

Sociology 340. (Religion 340) The Family (3).
Among the topics discussed are the development of the family as a social institution, the family in various cultures, and the relationship of the family to the other institutions of contemporary American society.

Sociology 344. (Religion 344). Sociology of Religion (3).
A study of the role of religion and religious institutions in society.

Sociology 345. Anthropology (3).
The scientific study of man which includes man's biological, psychological, social, and cultural dimensions.

Sociology 359. Juvenile Delinquency (3).
Delinquency as a form of socially deviant behavior; definition of, extent of, limitations of statistics, theories of causation, the delinquent subculture; prevention and treatment.

Sociology 360. Gerontology (3).
A study of the biological, sociological, psychological, and behavioral changes occuring in later life, from the standpoint of both the individual and society.

5. Directory

TRUSTEES

Terms Expiring 1986

Mr. Charles I. Bridger	Bladenboro, NC
Mr. Robert A. Harris	Eden, NC
Mr. Bobby L. Murray	Raleigh, NC
Mr. Ray L. Myrick	Greensboro, NC
Mr. Earl E. Ryals	Greensboro, NC
Mr. L. Leon Rumley	Winston-Salem, NC
Mrs. David C. Smith	Fayetteville, NC
Mr. Dan E. Stewart	Raleigh, NC
Mrs. Frederick L. Taylor	Vass, NC
Mr. Ernest A. Thompson	Jacksonville, NC
Mrs. Frank Ward	Lumberton, NC
Mr. Henry B. Wyche	Hallsboro, NC

Terms Expiring 1987

Mr. Woodrow Bass	Fayetteville, NC
Dr. Paul E. Beavers	Apex,NC
Mr. Lewis E. Boroughs	Greensboro, NC
Rev. Jack F. Coffey	Raleigh, NC
Mr. Sam H. Huffstetler	Burlington,NC
Mr. Finley R. Johnson	Windson, NC
Mr. Clarence M. Kirk, Sr.	Wendell, NC
Mr. Dick Parker	Smithfield, NC
Mr. Milford R. Quinn	Warsaw, NC
Mr. J. Brian Scott	Rocky Mount, NC
Mr. Donald W. Sneeden	Wrightsville Beach, NC
Mr. Robert C. Soles, Sr.	Tabor City, NC

Terms Expiring 1988

Mr. J. J. (Jack) Barnes	Fayetteville, NC
Dr. Ramsey Cammack	Burlington, NC
Dr. T. L. Cashwell, Jr.	Raleigh, NC
Dr. Tom M. Freeman	Dunn, NC
Dr. Thomas S. Fleming	Tarboro, NC
Mr. K. Bruce Howard	Morehead City, NC
Mr. DeLeon Parker	Rocky Mount, NC
Mr. William A. Powell	Shallotte, NC
Mr. Clyde J. Rhyne	Sanford, NC
Mr. T. Lamar Simmons	Lillington, NC

Mr. Edgar A. Thomas, Sr.	Lexington, NC
Mr. Clarence C. Willoughby	Tabor City, NC

Terms Expiring 1989

Mr. Raymond A. Bryan, Jr.	Goldsboro, NC
Mr. Walter L. Eakes	Durham, NC
Mr. L. George Frazier, Jr.	Raleigh, NC
Mr. Robert B. Hall	Mocksville, NC
Mr. Blanton A. Hartness	Henderson, NC
Mr. Robin W. Hood	Benson, NC
Mr. George R. Laughton,Jr.	Beaufort, NC
Dr. Billy T. Mobley	Hickory, NC
Mrs. Lloyd Respass	Jacksonville, NC
Dr.Tom L. Rich, Jr.	Fairmont, NC
Mr. Alfred L. Stancil	Rocky Mount, NC
Mr. Jack G. Watts	Burlington, NC

ADMINISTRATION AND STAFF, Spring 1986

Norman Adrian Wiggins . . . . . President
Diamond Matthews . . . . . Administrator
Fred McCall . . . . . Vice President for Administration
Lonnie D. Small . . . . . Vice President for Business and Treasurer
Jerry M. Wallace . . . . . Vice President for Academic Affairs and Provost
Walter S. Barge, Sr. . . . . Dean of the College of Arts and Sciences
Thomas H. Folwell, Jr. . . . Dean of the Lundy-Fetterman School of Business
O. Theo Strum . . . . . Dean of the School of Education
F. Leary Davis, Jr. . . . . Dean of the School of Law
Ronald W. Maddox . . . . . Dean of the School of Pharmacy
Daniel W. Teat . . . . . Director of Admissions and Continuing Education School of Pharmacy
David McGirt . . . . . Registrar
Herbert V. Kerner, Jr. . . . . Director of Division of Admissions and Financial Aid
Anthony Britt . . . . . Director of Admissions
Robert L. King . . . . . Director of Guidance and Career Counseling
Philip Melvin . . . . . Dean of Men
Sue Burgess . . . . . Dean of Women
Cora Godwin . . . . . Director of Public Information and Editor, PROSPECT
Henry O. Dunbar, Jr. . . . . Director of Alumni Affairs
Frank Upchurch . . . . . Director of Advancement
Milton L. Fisher, Jr. . . . . Director of Religious Activities
K. David Weekes . . . . . Director of Library Services
Wendell Carr . . . . . Director of Athletics
L. Randolph Doffermyre . . . . . Director of Health Services
David Webb . . . . . Physicians' Assistant to the Director of Health Services
Kenneth Barbour . . . . . Director of Food Services

Woodrow Neal . . . . . Director of Stores
Corbett Tart . . . . . Manager of Laundry
Jim Kinard . . . . . Director of Physical Plant and Housing
Mrs. Phyllis Stephenson . . . . . Superintendent of Housing
Mrs. Eunice Stewart . . . . . Superintendent of Housekeeping
Herbert H. Ennis . . . . . Director of Security and Traffic
Charles B. Howard . . . . . Director of Church Relations

ASSOCIATES

William D. Carson . . . . . Assistant Treasurer
Al Hardison . . . . . Assistant Comptroller
G. Leonard Johnson . . . . . Director of Corporate Relations
Horace Barefoot . . . . . Director of Estate Planning
David R. Cooke . . . . . Director of Computer Services
Buddy Tolar . . . . . Computer Programmer
Magdalene Ennis . . . . . Assistant Registrar - Graduation
Lunette McCollough . . . . . Assistant Registrar - Computer
Todd Scarborough . . . . . Director of Service Enterprises
Karen Dickerson . . . . . Assistant Librarian
Paula Hinton . . . . . Assistant Librarian
Steve Weaver . . . . . Assistant Librarian
Maxine Peterson . . . . . Associate Director of Stores
Jeanette Davis . . . . . Head Nurse
Ruth Dixon . . . . . Associate Director of Food Services
Billie Sawyer . . . . . Associate Director of Food Services
Ava Upchurch . . . . . Associate Director of Food Services
David Snipes . . . . . Director of Sports Information
Allen Thomas . . . . . Manager of Radio Station
John Keso . . . . . Veteran's Affairs Coordinator
James S. Farthing . . . . . Graduate School Coordinator
Karen Harrison . . . . . Assistant Director of Admissions
Jeff Kornegay . . . . . Assistant Director of Admissions
Phil McAllister . . . . . Assistant Director of Admissions
Katherine Rhett . . . . . Assistant Director of Admissions
David Webb . . . . . Assistant Director of Admissions

RESIDENCE HALL COUNSELORS:

Esther Cortes . . . . . Day Hall
Kristi Cave . . . . . Hedgpeth Hall
Ellen Story . . . . . Jones Hall
Trish Pierson . . . . . Powell Hall
Betsy Reynolds . . . . . Strickland Hall
Charlotte Johnson . . . . . Treat Hall
Shelia Smith . . . . . Bryan Hall
Lana Wagstaff . . . . . McKay & Burt House
Val J. Vorisek . . . . . Murray Hall

Richard Wheeler . . . . . McCall Hall
Cecil Nance . . . . . Sauls Hall
Frank Carmichael . . . . . Small Hall
David McGirt . . . . . Burkot Hall
Albert Kirby . . . . . Kitchin Hall
Jim Butt . . . . . Layton Hall

SECRETARIES AND OTHER OFFICE ASSISTANTS

Office of Vice President for Academic Affairs and Provost: Vivian Simpson
Office of Vice President for Business and Treasurer: Judy Folwell
Office of Vice President for Administration: Lucy J. Lasater

SECRETARIES IN ACADEMIC OFFICES

College of Arts and Sciences

Office of the Dean: Robbie W. Barrett

Marilyn Buie (Physical Education and Health), Betty Hrush (Fine Arts), Jane Ray (Religion/Philosophy, English, Foreign Languages), Elaine D. Smith (Biology, Chemistry/Physics), Phebie M. Smith (Geology, Mathematics), Mellie Weekes (Government/History)

School of Education

Office of the Dean: Julia Atkins

Lundy-Fetterman School of Business

Office of the Dean: Edith Foster

Phyllis Perkins, Jackie Tew

OTHER OFFICES

Accounting Office, Britt Hall: Marjorie Davis, Jean Whitmore, Jackie Matthews, Billie Jean Harvell, Ramona Daniels, Susan Sammons, Tonya Grimes, Janet Gauldin, Lana Wagstaff, Elsa Sears, Anita Avery, Shirley Lane

Advancement Office: Betty Sullivan, Melanie S. Graden, Celia C. Snipes, Hazel Byrd, Kelly Odom, Edna S. Stephens, Marie A. McLamb.

Business Office, Administration Building: Kathi Ennis, Paulette Bledsoe, Judy Futch, Margie Whittington, Reba Clifton

Dean of Men: Violet Lee

Dean of Women: Donna Via

Division of Admissions, and Financial Aid Office: Lewanne Norris, Jocelyn Lee, Karan Traywick, Tiffin Fox, Tonya Gauldin, Henrietta Ivey, Deborah Taylor, Dee Hudson

Food Service (Marshbanks Dining Hall): Rhonda B. Williams

Guidance and Career Counseling: Peggy Lawrence

Library: LuAnn Turlington, Eula Upchurch

Physical Plant: Jean Ann Kellams, Jean Gainey, Olene Ennis

Registrar's Office: Carolyn Godwin, Juanita Youngblood

Religious Activities: Sarah Barge

UNIVERSITY FACULTY — 1985-1987

Norman Adrian Wiggins, President—B.A., Wake Forest University; LL.B., ibid.; LL.M., Columbia University; School of Law; J.S.D., ibid.; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount N.C., 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, ibid., 1957-1962; Professor of Law, ibid., 1962-1967; General Counsel, ibid., 1964-1967; President, Campbell University, 1967—

°**Ben C. Fisher,** Assistant to the President and Part-time Visiting Professor in Religion—A.B., Wake Forest; M.Div., Andover-Newton Theological School; L.L.D., Campbell University; D.D., Wake Forest University; D.Lit., Mercer University; D. Lit., Grand Canyon College; Campbell University, Spring, 1980-1985.

Jerry M. Wallace, Vice-President for Academic Affairs and Provost—B.A., East Carolina University; B.D., Southeastern Baptist Theological Seminary; Th.M., ibid.; M.S., North Carolina State University; Ed.D., ibid.; Associate Professor of Sociology, Campbell University part-time, 1970-1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, ibid., 1975-1981; Dean of the University and Director of Graduate Studies, ibid., 1981-1983; Provost, ibid., 1984-1986; Vice President for Academic Affairs and Provost, 1986-; Campbell University, 1970—.

°Deceased November 3, 1985

COLLEGE OF ARTS & SCIENCES FACULTY 1985-1987

James L. Abrahamson, Barden Professor of Government—BS, US Military Academy; MA, Graduate Institute of International Studies, Geneva, Switzerland; MA, Stanford University; PhD, ibid.; Campbell University, 1986—

Charles A. Allen Jr., Tyner Professor of Religion—B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Th.M., ibid.; Ph.D., Southern Baptist Theological Seminary; Campbell University, 1982—

Harold C. Bain, Associate Professor of Mathematics—B.A., Atlantic Christian College; M.A., George Peabody College; Graduate Student, North Carolina State University; Campbell University, 1957—

Walter S. Barge, Sr., Dean of the College of Arts and Sciences, Associate Professor of History—AB, Wake Forest College; MA, Columbia University; PhD, University of North Carolina at Chapel Hill; Campbell University, 1984—

Burr W. Beard, Part-time Instructor in Communications—B.A., University of Pittsburgh; graduate student, University of North Carolina at Chapel Hill; Campbell University, 1983-1985.

L. Stanford Beard, Professor of Biology—B.S., Furman University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, 1961—

Stephen L. Berry, Part-time Instructor in Government—B.S., Brigham Young University; J.D., ibid.; Campbell University, Spring, 1983—

Lawrence Black, Part-time Instructor in Government—B.A., Earlham College; M.A., East Carolina University; Ph.D., Tulane University; Campbell University, Spring, 1983—

Robert B. Boeder, Part-time Instructor in History—BA, University of Minnesota; MA, Howard University; PhD, Michigan State University; Campbell University, 1983—

Ossie M. Bowen, Part-time Instructor in History—B.S., University of Corpus Christi; M.S., Texas A. & I.; graduate student, University of Florida and Florida Atlantic; Campbell University, 1983-1985

Stephen Reed Bowers, Part-time Instructor in Government—B.A., University of Tennessee; M.A., ibid.; Ph.D. ibid.; Campbell University, Spring, 1983—

William E. Bowers, Instructor in Physical Education and Health—B.S., Campbell University; M.Ed., Campbell University; Campbell University; 1981-1985.

°**Alexander Roman Burkot,** Provost Emeritus; Professor of Modern Languages—B.A., Dickinson College; M.A. University of North Carolina at Chapel Hill; Graduate Student, University of Berlin, HH.D., Elon College, 1967; Head of Modern Languages, Campbell College, 1935-1961; Dean of Men, ibid., 1936-1947; Dean. ibid., 1944-1973; Vice President, 1968-1973; Provost, 1973-1979; Campbell University, 1935-1984.

°Deceased November 8, 1984

Francis P. Butler, Part-time Instructor in Government—B.A., Middlebury College; M.A.-Middle East, University of Utah; M.A.-Political Science, ibid.; Ph.D., ibid.; graduate student, Campbell University; Campbell University, 1983-1986

Wendell L. Carr, Associate Professor of Physical Education and Health—B.S. Wake Forest University; M.A., East Carolina University; Graduate Student, Indiana University; Campbell University, 1974—

David Charles Champagne, Part-time Instructor in Government—BA, San Jose State College; MA, San Jose State University; PhD, University of Texas at Austin; Campbell University, 1984-1985

Betty Jo Clary, Associate Professor of Physical Education and Health—BS, Western Carolina University; MEd, University of North Carolina at Greensboro; Campbell University, 1976—

Sarah V. Clere, Assistant Professor in English—B.A., University of North Carolina at Chapel Hill; M.A., University of Virginia; Ph.D., University of North Carolina at Chapel Hill; Campbell University, (Full-time, 1980-1986; Part-time 1986—), 1980—

Larry E. Cockerham, Associate Professor in Biology—B.S., Wake Forest University; M.S., North Carolina State University, Raleigh; Ph.D., ibid., Campbell University, 1981-1986

Michael Glenn Cogdill, Associate Professor of Religion—B.A., Mars Hill College; M.Div., Southeastern Baptist Theological Seminary; D.Min., ibid., M.S., North Carolina State University; Campbell University, 1978-1984.

Henry E. Dickerson, II, Part-time Instructor in English—B.A., North Carolina State University; M.A., ibid.; gradute student, University of North Carolina at Chapel Hill; Campbell University, 1983-1986

Barbara C. Dysart, Part-time Instructor in Music—BMEd, University of North Carolina at Greensboro; MM, ibid; Campbell University, 1985—

Paul Davis Early, Missionary in Residence; Part-time Instructor in Religion—BA, Wake Forest College; ThM, Southern Baptist Theological Seminary; PhD., ibid.; Campbell University, 1985—

Lefflett Teed Easley, Jr., Assistant Professor of Social Science—B.A., Newberry College; M.Ed., University of North Carolina at Chapel Hill; Graduate Student, ibid.; Campbell University, 1959—

Clyde C. Edgerton, Associate Professor of Education—A.B., University of North Carolina at Chapel Hill; M.A.T., ibid.; Ph.D., ibid.; Campbell University, 1977-1985.

Cenieth Catherine Elmore, Associate Professor of Music—B.M., University of North Carolia at Greensboro; M.M., University of North Carolina at Chapel Hill; M.A., ibid.; Ph.D., ibid.; Campbell University, 1963—

Daniel R. Ensley, Instructor in Communications—B.A., Campbell University; Campbell University, (Part-time 1979-1983; Full-time 1986—), 1979.

Steven Howard Everhart, Assistant Professor of Biology—BS, University of North Carolina at Wilmington; MS, North Carolina State University; PhD., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University 1980—

John T. Fishel, Part-time Instructor in Government—AB, Dartmouth College; MA, Indiana University; PhD. ibid.; Campbell University, 1985-1986

David B. Funderburk, Professor of Government/History—BA, Wake Forest University; MA, ibid.; PhD, University of South Carolina; Campbell University, 1978-198l; US Ambasador to Romania, 198l-1985; Campbell, 1985, Fall Term; Leave of Absence, 1986—

A. **Scott Garrow,** Associate Professor of English—AB, Hampden-Sydney College; MA, PhD, University of North Carolina at Chapel Hill; Campbell University, 1986—

William A. Glenn, Assistant Professor of Mathematics—BA, University of New Brunswick, Canada; MS, Virginia Polytechnic Institute; PhD, ibid.; Campbell University, 1982—

William J. Hamblin, Part-time Instructor in History—BA, Brigham Young University; MA, University of Michigan; PhD. ibid.; Campbell University 1985—

Jerry Hartman, Part-time Instructor of Physical Education Activity Courses—B.A., Campbell University; Campbell University, 1981—

Bruce W. Harvey, Instructor in Geology—B.S., North Carolina State University, M.S., ibid.; Campbell University; 1976—

Janice Wood Hilton, Part-time Instructor in English — BA, San Jose State College; MA, San Francisco State University; Campbell University, 1985—

Robert C. Hope, Professor of Geology—B.S., Duke University; M.S., North Carolina State University at Raleigh; Ph.D., University of South Carolina; Campbell University (on leave of absence Fall semester, 1973), (on leave 1983—1984); 1964—

William W. Horner, Associate Professor of Chemistry—B.S., University of North Carolina at Chapel Hill; M.A., ibid.; Ph.D., ibid.; Campbell University, 1980—

Susan Burnett Horton, Associate Professor of Music—B.M., Westminster Choir College; M.M., ibid.; Campbell University, 1955—

Glenda Averette Hughes, Part-time Instructor of Music—B.A., Madison College, Madison State University; M.M., Memphis State University; Campbell University, 1983—1985.

Clarence C. **Hundley, Jr.,** Instructor in English—B.A. Campbell University; M.A., Old Dominion University; Campbell University, 1980-1986; Leave of Absence, 1986—

Christopher T. James, Part-time Instructor in Chemistry—B.S., Campbell University; MS, West Virginia University; graduate student, Pembroke State University, Campbell University, 1983—

Robert D. Jenks, Part-time Instructor in Government—BA, Yale University; MA, University of British Columbia; PhD. Harvard University; Campbell University, 1984—

James **M. Jung,** Professor of Chemistry—B.S., Davidson College: M.Ed., University of North Carolina at Chapel Hill; Ph.D., ibid.,; Campbell University, 1962—

Philip Kennedy, Associate Professor of English—A.B., Fairmont State Teachers College; M.A., West Virginia University; Campbell University, 1955-1960; Director of Public Information Office and Editor of **Prospect,** 1955, 1980; Editor of **Prospect,** 1980-1985.

B. Donald Keyser, Howard Professor of Religion—B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; Ph.D., ibid.; Campbell University, 1959—

Calvin **L. Koonce, Jr.,** Instructor in Physical Education Activity Courses—B.S., Campbell College; Campbell University, 1979—

Cathy **Cranford Lane,** Instructor in Art—B.S., Appalachian State University; B.A., Appalachian State University; M.A., Florida State University; M.F.A., University of North Carolina, Greensboro; Campbell University, Spring, 1984-1985.

Perry Q. Langston, Part-time Professor of Religious Education—B.S., Clemson College; M.R.E., Southwestern Baptist Theological Seminary; D.R.E., ibid.; Graduate Study, University of Michigan; Campbell University, (Full-time, 1950-1981; Part-time 1981-) 1950-1986.

Harry E. Larche, Profesor of Physical Eduction and Health —BSE, Arkansas State University; MSEd, University of Mississippi; PEd, Indiana University; Campbell University, 1975—

Carolyn **G. Lauffer,** Part-time Instructor in English—AB, University of North Carolina at Greensboro; MA, Glassboro State College; PhD, Duke University; Campbell University, 1984-1985.

Kathleen Lee, Part-time Instructor in Physical Education—B.A., Appalachian State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1979-1985.

Sam K. Lee, Assistant Professor of Government/International Relations—BA, St. Mary's College of California; MA, San Jose State University; MA, University of Southern Californi; PhD., ibid.; Campbell University, 1985—

Daniel A. Linney, Associate Professor of Dramatic Art and Speech—AB, University of North Carolina at Chapel Hill; MA, ibid.; Campbell University, 1959—

Frances Lynch Lloyd, Associate Professor of Health and Physical Education—B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1955—

Ronald W. Maddox, Dean of the School of Pharmacy and Professor of Pharmacy — BS, Auburn University; Doctor of Pharmacy, University of Tennessee; Campbell University, 1958—

Press Maravich, Athletic Consultant and Associate Basketball Coach—B.A.Ad., Davis and Elkins College; B.S., ibid.; M.S., University of West Virginia; Campbell University, 1982—

Dean M. Martin, Associate Professor of Religion and Philosophy—BA, William Jewell College; BD, Yale University Divinity School; PhD., Baylor University; Post-doctoral research: Duke University, University of Swansea (Wales), and Yale University; Campbell University, 1974—

James D. Martz, Instructor in Speech and Dramatics—AB, DePauw University; M.F.A., University of Georgia; Graduate Student, Butler University, Campbell University, 1983—

Pearle K. McCall, Assistant Professor of Biology—B.S., Lenoir Rhyne College; M.ED., University of North Carolina at Chapel Hill; Campbell University, 1960.

S. Renee Miller, Instructor of Art—BA, Averett College; MFA, University of North Carolina at Greensboro; Campbell University, 1985—

Dean A. Minix, Associate Professor of Government—B.A., Georgetown College; M.A. University of Cincinnati; PhD., ibid.; Campbell University, 1977-1985.

Ann T. Moore, Professor of History—AB, Westhampton College; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; M.Ed., North Carolina State University, Raleigh; Campbell University, 1962—

Timothy W. Morse, Instructor in Physical Education and Health—B.A., University of North Carolina at Chapel Hill; M.A., ibid.; Campbell University, 1981—

Ronda Susan Mueller, Instructor of Physical Education and Health—BS, Campbell University; MEd, ibid.; Campbell University, 1985—

Elijah L. Nelson, Associate Professor of Natural Sciences—B.S., East Carolina University; M.A., ibid.; Graduate Student; University of Colorado; (on leave of absence, 1962-1963); D.Ed., University of Sarasota; Campbell University, 1956—

Frank Everett Neville, Part-time Instructor in Religion—BS, University of North Carolina at Chapel Hill; BD, Southeastern Baptist Seminary; DMin, Drew University; Campbell University, 1985-1986

Rose Marie Newsom, Instructor of Government—BA, Pan American University; MS, East Tennessee State University; Graduate Student, University of Virginia; Campbell University, 1985-1986

Donald N. Penny, Assistant Professor of Religion—B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, Spring, 1980—

Robert L. Perkins, Professor of Geology—B.S., West Virginia University, M.S., ibid.; Ph.D., ibid., Campbell University, 1965—

Max R. Peterson, Jr., Associate Professor of Chemistry—B.S., Campbell College; Ph.D., North Carolina State University at Raleigh; Campbell University, 1970—

***Donald E. Phelps,** Associate Professor of Modern Languages—BS, Wake Forest University; Graduate Student, East Carolina University; MA, University of North Carolina at Chapel Hill; Campbell University, 1957-1985.

*Deceased February 22, 1986

William Roy Phelps, Associate Professor of Spanish—B.S., East Carolina University; M.A., ibid.; Graduate Study, Appalachian State Teacher's College, University of Arizona, University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell University, 1968—

Robert Neil Piper, Associate Professor of Music—B.S., University of Illinois; M.S., ibid., Ed.D, ibid;, Campbell University, 1968—

Thomas H. Poston, Assistant Professor of English—BA, Davidson College; MA, University of Maryland; PhD, University of North Carolina at Chapel Hill; Campbell University, 1980—

Elmer L. Puryear, Barden Professor of Government—B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill; PhD., ibid.; Campbell University, 1971-1985. (Part-time, 1986—)

Douglas E. Reinhardt, Associate Professor of Sociology—A.B., Wake Forest University; M.A., ibid.; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1972-1985.

Crystal Hearne-Reinoso, Part-time Instructor in Music—B.M., University of North Carolina at Greensboro; M.A., Eastman School of Music; Campbell University, 1982-1985.

Thomas C. Richardson, Associate Professor of English—AB, Davidson College; Graduate Study: University of Edinburgh and Trinity College, Dublin; MEd, Duke University; Campbell University, 1977—

Danny Lee Roberts, Associate Professor of Physical Education and Health—BS, Pfeiffer College; MEd, University of North Carolina at Chapel Hill; Campbell University, 1963—

Iris Gray Scarborough, Associate Professor of Music—BA, Meredith College; M.A., George Peabody College for Teachers; Ph.D., Peabody College of Vanderbilt University; (on leave of absence Fall Semester, 1977); Campbell University, 1969—

Donald N. Schroeder, Associate Professor of Government—BA, University of Illinois at Chicago; MA, Duke University; PhD, ibid.; Campbell University, 1978—

Mary Bates Sherwood, Assistant Professor of Social Science—B.A., University of North Carolina at Chapel Hill; M.Ed., ibid.; Graduate Student, ibid.; Duke Universith, North Carolina State University at Raleigh; Campbell University; 1967—

James Dudley Sistrunk, Professor of Library Science—B.A. Baylor University; B.D., Southwestern Baptist Theological Seminary; M.Div., ibid.; B.S., in Library Science; North Texas State University; Graduate Student, University of North Carolina at Chapel Hill, Baylor University; Campbell University, 1964-1985.

William Gerald Smith, Assistant Professor of Physical Education—B.S., Campbell University; M.A., East Carolina University; Campbell University. 1980-1985.

John Edward Stamp, Jr., Instructor in Music—B.S., Indiana University of Pennsylvania; Graduate Student, State University of New York; M.M., East Carolina University; Graduate Student, University of Northern Colorado; Campbell University, 1982-1986; Leave of Absence, 1986—

David M. Steegar, Associate Professor of Foreign Language—B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978—

William R. Stevenson, Instructor in History and Government—B.A., University of North Carolina at Chapel Hill; B.A., University of Massachusetts; M.A., East Carolina University; Ph.D., University of Richmond; Campbell University. 1983-1985.

Dorothea L. Stewart, Associate Professor of English—B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University. 1960—

William C. Stone, Associate Professor of Music—B.M., Eastman School of Music, University of Rochester; M.M., ibid.; Graduate Student; Northwestern University; Campbell University. 1961—

Mircea Tatos, Part-time Instructor in English—B.A., University of Bucharest, M.A., ibid.; Campbell University, 1982—

Jerry Duncan Taylor, Professor of Mathematics—BA, Arkansas State Teachers College; MS, University of Arkansas; PhD, Florida State University, Campbell University, 1961—

Lorace Jones Thomas, Director of Continuing Education and Graduate of Sociology; Studies; Part-time Instructor of Sociology, BS, Woman's College of the University of North Carolina at Greensboro; Graduate student at Eastern Washington State University; MS University of North Dakota; EdD, Duke University; Campbell University, 1984-1986.

Wayne W. Thomas, Assistant Professor of Mathematics—BS, North Carolina State University; MEd, ibid.; Campbell University, 1959-1964; 1966—

Paula A. Thompson, Assistant Professor of Biology —BS, Mississippi University for Women; MS, Duke University; Graduate student, Duke University and North Carolina State University; Campbell University, 1981—

Janis Keen Todd, Assistant Professor of Mathematics—B.S., East Carolina University; M.A.Ed., ibid.; (on leave of absence fall semester, 1978); Campbell University. 1966—

Brant Tolsma, Associate Professor of Physical Education—B.S., Newark College of Engineering; M.S., University of Michigan; Ph.D., Indiana University; Campbell University, 1979-1986

William P. Tuck, Assistant Professor of History—BA, Duke University; MA, ibid.; Graduate student, University of North Carolina at Chapel Hill; (on leave of absence 1964-67); Campbell University, 1958—

Frank A. Vaughan, Assistant Professor of English—BA, California State University at Hayward; MA, ibid.; PhD, University of California at Riverside; Campbell University, 1981—

Hal Jay Walker, Instructor in Physical Education and Health—BSE, Brock University, Ontario, Canada; MA, Ohio State University; Graduate student, ibid.; Campbell University 1985—

Scott A. Warfield, Part-time Instructor in Music—BS, West Chester State College; MA, University of North Carolina at Chapel Hill; Graduate student, ibid.; Campbell University, 1985—

Wanda Evon Watkins, Instructor in Physical Education and Health—BS, Campbell University; MEd, ibid.; Campbell University, 1980—

K. David Weekes, Director of Library Services—BSE, University of Florida; BD, Southwestern Baptist Theological Seminary; ThD, ibid.; MA, University of Denver; Campbell University, 1985—

Mark Douglas West, Instructor in Communication—BA, University of North Carolina at Asheville; MA, University of North Carolina at Chapel Hill; Graduate student, ibid.; Campbell University, 1985-1986

Stephen H. Westbrook, Instructor in Geology—B.S., North Carolina State University; M.S., ibid.; Campbell University, 1976-1986

Dorothy Coleman Ramos Whitley, Associate Professor of English—B.A., University of North Carolina at Chapel Hill; M.A., ibid.; (on leave of absence 1969-1970); Campbell University,, 1962—

Tommy Lee Whitlock, Part-time Instructor in German—BA, Clemson University; Graduate student, Duke University; Campbell University, 1985-1986

James William Wilson, Associate Professor of Foreign Languages—B.A., Geneva College; M.A., University of North Carolina at Chapel Hill; Graduate Student, Vanderbilt University; Campbell University, 1977-1986

Janet Yarbrough, Instructor in Music—B.A., Duke University; M.M., University of Michigan; Campbell University, 1983—1985.

Paul M. Yoder, Professor of Music—B.A., Goshen College; M.M., Wichita State University; Ph.D., Florida State University; Campbell University, 1961—

LUNDY-FETTERMAN SCHOOL OF BUSINESS FACULTY — 1985-1987

John S. Ayers, Part-time Instructor in Business—B.S., University of North Carolina; M.B.A., East Carolina University; C.P.A., Campbell University, 1983—

Christine Daughtry Beasley, Associate Professor of Business—B.S., East Carolina University; M.A., ibid.; Campbell University, 1969—

Eric Brodin, Burrows T. Lundy Professor of the Philosophy of Business—B.A., San Franscisco State College; M.A., University of California, Ph.D. Studies, University de Geneve, Switzerland; Campbell University, 1980—

Vincent H. Chase, Instructor in Business—B.S., Fayetteville Sate University; M.B.A., Campbell University; Graduate Student, North Carolina State University; Campbell University, 1981—

L. McNeill Chestnut, Part-time Instructor in Business—B.S., Campbell University; Trust Certificate; ibid.; J.D., ibid.; Campbell University, 1984—

David R. Cooke, Director of Academic Computer Center and Instructor of Business—B.A., Tufts University; M.C.S., Rollins College, Campbell University, 1980—

Jack R. Dauner,Part-time Instructor in Business—B.S.C., University of Iowa; M.S.C., St. Louis University, Ph.D. ibid; Campbell University, 1979—

Jan Dunlap, Part-time Instructor in Business—B.S., University of California, M.S., New York University; Ph.D., North Carolina State University; Campbell University, 1979—

Conrey D. Flowers, Part-time Instructor in Business—B.S., Campbell University; Graduate Student, North Carolina State University; Campbell University, 1972-1979; 1983—

Thomas H. Folwell, Jr., Associate Professor of Business—B.A., Guilford College; M.A., Duke University; Campbell University, 1963—

Joseph M. Giles, Part-time Instructor in Business—B.S., Campbell University, C.P.A.; Campbell University, 1985—

Douglas J. Goodwin, Part-time Instructor in Business—B.B.A., Campbell University, M.B.A., North Texas State University; Ph.D., ibid.; Campbell University, 1984—

Donald H. Grubb, Part-time Instructor in Business—B.A., University of Pennsylvania; M.A., American University; Graduate Student, New York University; Campbell University, 1982—

Willis F. Gupton, Part-time Instructor in Business—B.A., High Point College; J.D., Wake Forest University; Campbell University, 1985—

Yu-Mong Hsiao, Assistant Professor of Business—B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., North Carolina State University; Ph.D., ibid., Campbell University, 1984—

Gloria Flake Lockerman, Assistant Professor of Business—B.B.A., Wake Forest University; M.B.A., Campbell University; C.P.A.; Campbell University, 1965-76; 1977—

Clifford R. Miller, Professor of Business—B.S., North Central College; Diploma, Stonier Graduate School of Bankers, Rutgers University; M.B.A., Michigan State University; C.F.A., C.F.P.; Campbell University, 1971—

Shariar Mostashari, Part-time Instructor in Business—B.A., University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982—

Edith C. Mulkey, Associate Professor of Business Education—B.A., Piedmont College; M.A., George Peabody College; Graduate Student, Bowling Green

Business University; Campbell University, (Full-time, 1962-1983; Part-time, 1983—) 1962—

Lawrence D. Nicholson, Assistant Professor of Business—B.S., Florida State University; M.B.A., Stetson University; Campbell University, 1982—

H. Jones Norris, Part-time Professor of Business—B.S., Campbell University; M.B.A., University of Pennsylvania; J.D., Wake Forest University; C.P.A., Campbell University, 1970-74, 1981—

Dwight Lamar Norwood, Associate Professor of Business—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973—

Raif O. Onvural, Instructor in Business—B.A., Middle East Technical University; M.S., Syracuse University; M.S., North Carolina State University; A.B.D., ibid.; Campbell University, 1985—

David H. Parker, Part-time Instructor in Business—B.B.A., Campbell University; M.S., University of Virginia; C.P.A., Campbell University, 1979—

Vasant H. Raval, Associate Professor of Business—B.A., University of Poona; LL.B., University of Bombay; M.S., American Graduate School of International Management; M.C.L., Southern Methodist University; M.A., Syracuse University; D.B.A., Newport University; Ph.D. candidate, Syracuse University; Campbell University, 1986—

Ellen Sikes, Associate Professor of Business—B.A., Limestone College; Graduate Student, Applachian State University; Lenoir Rhyne College; East Carolina University; North Carolina State University; M.S., University of North Carolina at Greensboro; Campbell University, 1966—

Assad Tavakoli, Part-time Instructor in Business—B.A., National University of Iran; M.B.A., University of Birmingham; Ph.D., University of Aston.

Bayred O. Vermillion, Associate Professor of Business—B.S., Southwest Missouri State College; M.A., George Washington University; Graduate Studies, William and Mary, Boston University; Campbell University, (Full-time 1966-Spring 1983; Part-time 1983—), 1966.

James E. Witherspoon, Jr., Assistant Professor of Business—B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983—

Marshall E. Woodall, Part-time Instructor in Business—B.S., University of North Carolina at Chapel Hill; L.L.B., ibid,; Campbell University, 1966—

Jiehjou Joe Wu, Professor of Business—B.A., National Tiawan University; M.A., University of Rochester; Ph.D., Southern Methodist University; Campbell University, 1977—

SCHOOL OF EDUCATION FACULTY — 1985-1987

James H. Allen, Assistant Professor of Military Science—B.S., Eastern Michigan University; M.S., North Carolina State University; Campbell University, 1983

Carl Richard Bagwell, Assistant Professor of Military Science—B.S., Limestone College; Campbell University, 1985

Paul J. Berghoff, Part-time Instructor in Education—A.B., University Michigan: M.A., ibid.; Ph.D., ibid.; Campbell University, 1984

Gloria H. Blanton, Part-time Instructor in Education—B.A., Wake Forest University; M.A., Columbia University; Ph.D.,University of North Carolina at Chapel Hill; Campbell University, 1985

Millard R. Brown, Part-time Professor in Sociology—B.A., Wake Forest University; B.D., Colgate-Rochester Divinity School; M.A., Duke University; Th.M., & Ph.D., Southern Baptist Theological Seminary; Campbell University, (Full-time, 1962-1980; Part-time 1985—), 1962.

Carolyn E. Bunting, Associate Professor of Education—B.A., University of North Carolina at Greensboro; M.Ed., Duke University; D.Ed., ibid.; Campbell University 1977-1985

Joel A. Buck, Assistant Professor of Military Science—B.S., Kansas State University; M.S., Kansas State University; Campbell University, 1985

Gaston Evon Calvert, Professor of Education—B.S., Jacksonville State University; M.A., University of Alabama; Ed.D., ibid.; Campbell University, 1970—

Kenneth W. Chelf, Professor of Military Science—B.S., Troy State University; M.A., Webster University; Campbell University, 1984

Bruce R. Cogossi, Assistant Professor of Military Science—B.S., US Military Academy; Campbell University, 1983

Betty M. Davenport, Assistant Professor of Education—B.A.,University of Massachusetts; M.A.T., ibid.; M.Ed., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, Spring, 1981—

Charles Martin Garren, Associate Professor of Education—B.A., Duke University; M.A., University of North Carolia at Chapel Hill; Ph.D., ibid.; Campbell University, (Full-time 19778-1984; Part-time, 1985—), 1978

Margaret L. Giesbrecht, Assistant Professor of Education—B.S., Iowa State University; M.S., ibid.; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981—

Marie Whitford Gray, Associate Professor of Education—B.S., East Carolina University; M.A., ibid.; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1964—

Oliver Hollis, Instructor in Military Science and Physical Education—Campbell University, 1985

Kynn T. Johnson, Assistant Professor of Military Science—B.B.A., Campbell University; Campbell University, 1985

Allen S. Johnson, Part-time Instructor in Education—B.A., Wake Forest; M.A., Duke University; Ph.D., ibid.; Campbell University, 1986

Linda Lee Jones, Assistant Professor in Education—B.S., University of Chattanooga; M.S., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University (Full-time 1976-1979; Part-time 1982—), 1979.

Catherine Campbell King, Associate Professor of Home Economics—B.A., Meredith College: M.S., University of North Carolina at Greensboro; Campbell University, 1952-1955; 1961—

Richard D. Kone, Assistant Professor of Military Science—B.A., University of Arkansas; Campbell University, 1985

Melinda S. Lassiter, Instructor in Home Economics—B.S., East Carolina University; M.S., ibid.; Campbell University, 1976—

Warren W. Ludwig, Part-time Instructor in Psychology—B.A. Harvard College; Ph.D., University of Rochester; Campbell University, 1985

Benjamin J. Matthews, Assistant Professor in Education—B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Ph.D., ibid., Campbell University (Full-time 1980-1981; Part-time 1986—), 1980.

Beverly McElligott, Part-time Instructor in Sociology—B.A., Columbia University; M.A. University of North Carolina at Chapel Hill; Ph.D. University of North Carolina-Chapel Hill: Campbell University, 1985

Luther McManus, Part-time Instructor in Education—B.S., Miner Teachers College; M.A., Marshall University; Ed.S. George Washington; Ed.D., ibid.; Campbell University, 1984

Rebecca J. Murray, Part-time Instructor in Education—A.B. Meredith College; M.Ed., University of North Carolina-Chapel Hill; Ed.D., Duke University; Campbell University, 1985

Lawrence R. Nicholson, Assistant Professor of Psychology—B.S., Wofford College; M.S., North Carolina State University at Raleigh; Graduate Student, ibid.; Campbell University, 1968—

Warren V. Noble, Associate Professor of Education—A.B., New York State College for Teachers; M.A., ibid.; Ed.D., Teachers College, Columbia University, Campbell University, 1977-1986.

Mary R. Rose, Part-time Instructor in Education—B.S., Campbell University; M.Ed., Duke University; Ed.D., North Carolina State University; Campbell University, 1985—

Barbara Perry-Sheldon, Part-time Instructor in Education—B.S. Appalachian State University; M.A., ibid; Ed.S. ibid; Campbell University, 1986—

Wilford R. Saunders, Instructor in Military Science and Physical Education—Campbell University, 1985—

Gwen Simmons, Assistant Professor of Education—B.S., Pembroke State University; M.Ed., North Carolina State University; Ed.D., University of North Carolina at Greensboro; Campbell University; 1985

O. Theo Strum, Professor of Education—A.B., Elon College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill, Campbell University, 1976—

Gary A. Taylor, Associate Professor of Psychology—B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D. North Carolina State University; Campbell University, 1968—

Leonore Doromal Tuck, Associate Professor of Home Economics—B.S.E., Radford College; M.S., University of Tennessee; Graduate Student, Cornell University, Virginia Polytechnic Institute: M.P.H. University of North Carolina at Chapel Hill; (Leave of absence 1966-67); Campbell University, 1955—

Rufus Benton Turner, Professor of Education—B.S., North Carolina State University at Raleigh; M.A., ibid.; Graduate Student, East Carolina University; Ed.D., Duke University, 1966—

Jerry M. Wallace, Professor of Sociology—B.A., East Carolina University; B.D., Southeastern Baptist Theological Seminary; Th.M., ibid.: M.S.., North Carolina State University; Ed.D., ibid.; Campbell University Professor of Sociology Part-time, 1970-1975; 1985

Delores Wood, Part-time Instructor in Education—B.A., University Tennessee; B.S., ibid.; M.Ed., Georgia State University; Ph.D., ibid.: Campbell University. 1986

Ivo A. Wortman, Part-time Instructor in Education—B.S., Applachian State University; M.Ed., University of North Carolina at Chapel Hill; Advanced graduate studies, ibid.; Campbell University, 1985

TUNKU ABDUL RAHMAN COLLEGE

Kuala Kumpur, Malaysia

School of Arts and Science

Faculty 1984-85

Chang Tian Hock, Lecturer—BSc, 1974, University of Malaya; MSc, 1976, ibid., Campbell University, 1981—

Cheng Su Chiau, Principal Lecturer (Biology)—BSc, 1963, Nanyang University, Singapore; MSc, 1965, University of Aberta, Canada; PhD, 1969, McGill University, Canada; Campbell University, 1979—

Chiew Mui Kui, Lecturer—BSc (Hons) 1978, Sussex University; MSc, 1979, Liverpool University; Campbell University, 1983—

Chin Ting Yun, Senior Lecturer—BSc, 1961, Nanyang University, Singapore, MSc, 1964, University of Hawaii, USA: PhD, 1970, University of Illinois, USA: Campbell University, 1979—

Eng Chun Hoi, Lecturer—BSc, 1968, Nanyang University, Singapore; Math, 1970, University of Waterloo, Canada; Diploma Ed, 1973, University of Singapore; Campbell University, 1983-1985.

Goh Kim Khai, Lecturer (Part-Time)—BSc, 1975, University of London; MBM, 1980, Asian Institute of Management, Manila; Campbell University, 1983-1985.

Hong Nyi Seng, Senior Lecturer—BSc, 1971, National Cheng Kung University, Taiwan; MSc, 1973, Imperial College, London; PhD, 1977, ibid.; Campbell University, 1979—

Koo Soo Sek, Lecturer—BSc, 1983, Leicester Polytechnic, UK; MSc, 1984, University of London; Campbell University, 1985—

Lee Chaw Chu, Lecturer—BSc, 1976, University of Malaya; Postgraduate Diploma in Data Processing, 1983, Ulster Polytechnic, Northern Ireland; Campbell University, 1984—

Lee Guat Lean, Senior Lecturer—BSc (Hons), 1969, University of Malaya; PhD, 1974, University of Georgia, USA; Campbell University, 1979—

Lee Tack Wang, Senior Lecturer—MA, 1968, Lancester University, England; PhD, 1970, ibid.; Campbell University, 1979—

Leow Kim Choo, Lecturer—BSc, 1973, University of Malaya; MSc, 1975, ibid.; Campbell University, 1980-1985.

Lim Siok Wan, Lecturer—BSc (Hons), 1970, University of Malaya; MSc, 1972, McMaster University, Canada; Campbell University, 1979—

Ng Ah Chin, Lecturer—BSc, 1974, University of Canterbury, New Zealand; PhD, 1976, University of Aukland, New Zealand; Campbell University 1979-1985.

Ng Kok Chin, Lecturer—BSc (Hons), 1974, University of Canterbury, New Zealand; PhD, 1978, ibid.; Campbell University, 1979—

Ng Kwan Hoong, Lecturer—BSc (Hons), 1978, University of Malaya; MSc, 1980, University of Aberdeen, UK; Campbell University, 1981—

Ng Lay Swee, Head of School of Arts and Science—BSc, 1963, Nanyang University, Singapore; PhD, 1968, McGill University, Canada; Campbell University, 1979—

Ng Poh Hau, Lecturer—BA, Magna cum Laude 1972, Dartmouth College, USA: MSc, 1975, University of Maryland, USA; PhD, 1979, ibid; Campbell University, 1979-1985.

Ong Hock, Principal Lecturer (Mathematics and Computer Science)—BSc, 1966, Nanyang University, Singapore; MSc, 1969, University of Auckland, New Zealand; PhD, 1973, University of Toronto, Canada; Campbell University, 1979—

Piong Teck Wah, Lecturer—BSc, 1981, Aston University; MSc, 1982, ibid.; Campbell University, 1984—

Soon Ting Kueh, Senior Lecturer—BSc, 1971, BSc (Hons), 1972, University of Malaya; PhD, 1975, ibid.; Campbell University, 1979—

Tan Cheng Tien, Lecturer—BSc, 1976, University of London; Postgraduate Diploma in Data Processing, 1983, Ulster Polytechnic; Campbell University, 1984—

Tan Chik Heok, Lecturer—BSc (Hons), 1979, University of Malaya; MSc, 1982, ibid; Campbell University, 1982—

Tan Han Wan, Principal Lecturer (Chemistry)—BSc, 1964, Nanyang University, Singapore; MSc, 1968, University of Minnesota, USA: PhD, 1971, ibid.; Campbell University, 1979—

Tan Hock Siew, Lecturer—BSc, 1974, University of Malaya; MA, 1976, University of Rochester, NY; PhD, 1980, ibid.; Campbell University, 1980-1985.

Tan KimYap, Lecturer—B Comm, 1982, Soochow Universityof Taipei, Taiwan; MSc, 1984, The City University London, England; Campbell University, 1985—

Tang Leong Chai, Lecturer—BSc (Hons), 1975, University of London, England; Cert. Attendance (French Language), 1977, University of Poitiers, France; MSc, 1978, University of Maine, France; PhD, 1982, Louis Pasteur University, France; Campbell University, 1983—

Eleanor R. L. Tennakoon, Lecturer—BSc, 1980, University of Essex; MSc, 1983, ibid.; Campbell University, 1982—

Toh Lai Yee, Lecturer—BSc, 1982, Manchester Polytechnic, England; Campbell University, 1983-1985.

Yap Sue Pin, Principal Lecturer (Physics)—BSc, 1961, Nanyang University, Singapore; MSc, 1969, Waseda University, Japan; PhD, 1972, ibid.; Campbell University, 1979—

EXTERNAL EXAMINERS

Dr. Dwight Lamar Norwood, Associate Professor of Business and Mathematics, Chairman (Mathematics)—B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973—

Dr. Steven Howard Everhart Associate Professor of Biology—BS, University of North Carolina at Wilmington; MS, North Carolina State University; PhD. Candidate, North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University 1980—

Dr. Matt J. Baille, Principal Lecturer—Ulster Polytechnic (Chemistry), Campbell University, 1983—

Faculty Emeriti

J. Delmer Ashworth, B.A., B.M., M.A.; English, 1962-1971
Elizabeth Britton, B.A., M.A.T.; Chemistry, 1955-1976; Fall, 1977
Millard R. Brown, B.A., B.D., A.M., TH.M., Ph.D.; Sociology, 1962-1980; P.T., Fall, 1982
Doris Mary Christian, B.A., L.L.B., M.A.; English, 1962-1982
Edward Duvall, B.A., L.L.B., M.A.T.; Mathematics, 1963-1971
Nancy Eliason, B.A., M.A.; Botany, 1959-1971
Albert Clarke Gaskill; B.S., C.P.A.; Business, 1965-1977
Virginia B. Graham, B.A., M.A., Ph.D.; English, 1959-1980, P.T., 1980-1981
W.S. Horton, B.S., M.A.; Education, 1965-1975
Charles Barrett Howard, B.A., D.D.; Bible, 1938-1959
Alma Sams Kennedy, B.A., M.A.; English, 1955-1978; P.T., 1978-1980
Charles E. Landon, B.A., M.A., Ph.D.; Business, 1965-1977
Perry Q Langston, B.S., M.R.E., D.R.E., 1950-1986
Hazel Matthews, B.A., M.A.T.; Biology, 1965-1977
Warren V. Noble, A.B., M.A., Ed.D., 1977-1986
Marceline L. Parker, B.A.,M.A.; Education, 1962-1980
Mabel Powell, B.A., M.A.,English, 1924-1967
Inez G. Sadler, B.A.; Business, 1955-1967; Director of Placement, 1964-1970
Willard S. Swiers, B.E., M.A., D. Ed.; Education, 1967-1976; P.T. 1979-1981

Myrtle Fuller Tillman, A.B., M.M.T.; Art, 1953-1958, 1962-1967
Amanda Martin Turlington, B.A., M.S.; Home Economics, 1936-1952
Frank E. Weyer, B.A., M.A., Ph.D, Education, 1961-1971

Alumni Board of Directors, 1985-1986

President . . . . . Lewis E. Boroughs '41
Greensboro, NC
First Vice-President . . . . . Dr. Kim Johnson '75
Wilson, NC
Secretary . . . . . Diamond J. Matthews '65
Buies Creek, NC
Second Vice-President . . . . . Edgar A. Thomas, Jr. '71
Lexington, NC

Local Chapter Presidents, 1985-1986

Alamance
Charleston, SC
Cumberland County
Durham-Orange County . . . . . Jim R. Jackson '67
Forsyth County . . . . . Paul McCraw '66
Granville County . . . . . Louis B.Currin '37
Greensboro . . . . . Henry Litchford '73
High Point-Lexington . . . . . D. Linwood Bunce II '75
Mecklinburg-Gaston County . . . . . William C. Harpootlian '70
Helen C. Bigham '47
Philadelphia-New Jersey . . . . . William F. Bishop '64
Nash-Edgecombe County . . . . . Rosa P. Boseman '40
Richmond, Va . . . . . Morris M. Cameron '69
Robeson County . . . . . Mack S.Skipper '69
Southeastern . . . . . Nancy D. Cherry '69
Tidewater, VA . . . . . Betty Collins McKee '69
Peninsula, VA . . . . . John Zelinsky '75
Wayne County . . . . . Lewis J.Outlaw, Jr. '45

Representatives-at-Large

Terms Expiring October 1988

Edward B. Titmus '59 . . . . . Sutherland, Va
Marietta G. Watson '51 . . . . . Sanford, NC
Richard Gays '66 . . . . . Summit, PA
Robbie L.Stone '66 . . . . . Raleigh, NC
Dr. Ernest M. Walker, Jr. '62 . . . . . Mt. Pleasant, NC
Douglas S. Fleming '68 . . . . . Atlantic Beach, NC
James Turner '65 . . . . . Greensboro, NC
Helen C. Bigham '47 . . . . . Charlotte, NC

Terms Expiring October 1987

William B. McIver '36 . . . . . Greensboro, NC
Bobby Etheridge '65 . . . . . Lillington, NC
Keith D. Oakley '78 . . . . . Cary, NC
Archie Brigman '49 . . . . . Falcon, NC
Dr. Carlton T. Mitchell '41 . . . . . Winston-Salem, NC
Alvin D. Lewis III '71 . . . . . Fairmont, NC
Reginald Tucker '69 . . . . . Yorktown, VA
Melbe L. Williams '71 . . . . . Durham, NC

Terms expiring October 1986

Stan Ingram '70 . . . . . Asheville, NC
Lewis J. Outlaw, Jr. '45 . . . . . Goldsboro, NC
Jennifer C. Casey '76 . . . . . Whiteville, NC
W.C. Norris '34 . . . . . Greensboro, NC
W.E. Julian '49 . . . . . Fayetteville, NC
Jackie Stephenson '60 . . . . . Leland, NC
Frances M. Roberson '53 . . . . . Fayetteville, NC
E. Stanley Owen '58 . . . . . Fayetteville, NC

6. Historical Information

6. HISTORICAL INFORMATION

DEGREES AWARDED, SPRING 1984

ASSOCIATE IN ARTS

Kimberly Renee Anderson
Richard N. Arsenault
Richard F. Balwanz
Calvin Stewart Bergeron
Julie Elizabeth Boswell
Michael Douglas Brand
Paul Edward Cave, Jr.
Charles Joseph Cavella, Jr.
Michael Francis Conklin
Colón-Cancel José A.
Michael William Conner
Douglas Deloy Copley
Catherine Ann Cutter
Wayne A. Dadetto
Rodney Edward Duplessis
Michael Nelson Eagan
Treva Marie English
Jeffrey Matthew Gilbert
Hector Gonzalez-Casiano
Jerry Allen Gooch
Michael Charles Gross
Timothy Eugene Grysztar
Clifford Lewis Gunter
Jennifer Ruth Haire
Jimmy R. Hatfield
Janice Lynne Heacock
Javier Hernandez
Henry C. Herpers
Ingram Josian Jansen
Cristy L. Kauble
Thomas Johnson Kirkley
Steven Craig Kitzmann
Richard D. Lichtwardt, Jr.
Gregory Wayne Lintner
Vincent E. Mathias
Sandra Lynn Maness
Victor Manuel Martinez
Linda Ann Mullane
Jerome Myers
Jay Jay Nelson
Greer E. Noonburg
Richard L. Pait
Alicia Kay Pence
Charles G. Peterson
Ronald Wayne Phillips
John Christopher Poirier
Clifford Edward Prough
Terri Anne Putman
Theodore H. Rhodes
Alvin Sanders
Samuel Virgil Sawyers
Gary Stephen Schaefer
Patricia A. Schenk
Ronald Edward Smith
Laura Knight Toler
Michael R. Tuzi
Linda Carol Welch
Kenneth Robert Wimmer

BACHELOR OF HEALTH SCIENCE

Guy C. Hendrickson
Sandra Denise Hewitt

BACHELOR OF SPECIAL STUDIES

Patricia Healy Angel
David Miller

BACHELOR OF MUSIC

Deborah Louise Denning
Rhonda Kaye Gainey
William Timothy Hutchins
Crystal Lynn Leigh
Cum Laude
Leonard Dallas Montague

BACHELOR OF BUSINESS ADMINISTRATION

Fatai Owolabi Adetu
Forrest Arnold Aiken
Najy Mohammad S. Al-Bassam
Stephen Russell Ammons
Willis Franklin Angle, Jr.
Jeffrey L. Bannister
Wendy Lynn Barnes
Cum Laude
Leroyce Bass
Stewart Maxwell Bell
William Blocker
Barbara Annette Bond
David Scott Borden
John Robert Bouldin, Jr.
Scott Everitt Boyette
Philip Mason Bray
Nancy Lynn Bristow
William Harold Brower
Allen Marshall Brown
Jeffrey H. Brown
Cum Laude
William L. Burnette
Randy Keith Byrd
Janet LeKay Carter
Teressa Carol Clark
Altonia Ann Coble
Richard Alan Cochran
George Parham Coghill, Jr.
Susan Anne Connor
Berry B. Craig
Kenneth David Craig
Danny Franklin Crewe
Larry Wayne Davenport
Coley Davis, Jr.
Janice Louise Story Dennis
Bob Dickerson
Catherine Lynn Earp
Douglas Milton Edwards
Gina Rebecca Epperly
Gary Eppinger
Clea Teresa Faircloth
Worth Hampton Faircloth, Jr.
Samuel Alfred Floyd
James L. Foush III
J. Allen Funk
Bryan Michael Gilliam
Belinda Dawn Gillis
Magna Cum Laude
Jeffrey Lynn Greene
Magna Cum Laude
Danny Charles Gurley
Cynthia Gaye Hall
Donald Lee Hames
Betty Elaine Harris
Alda Gaye Havnaer
Frederick W. Hering
Melody Wells Hine
Lisa Rene Hohn
Sherry Godwin Holder
David Keith Holland
Cum Laude
Durwood Partin Howell
Magna Cum Laude
John Martin Huff, Jr.
Michael Blake Huff
Wendy Sue Humphrey
Lynda Sharon Hutchins
Magna Cum Laude
Timothy Thomas Inch
Susan Lindley Jessup
Karolyn H.Y. Ji
Lorraine Diane Johnson
Magna Cum Laude
Ronina DeEtte Johnson

William Franklin Jones
Richard Walter Joyce
David Joseph Klimczak
Michael Henry Lambert
Angela Michelle Langley
Richard Smith Lee, Jr.
Cindy Faye Lindsay
Summa Cum Laude
Kester Harmon Lowe
John Pierce Marshall
Thomas Alvin Matthews
William Brian McQuade
Ralph L. McQueen, Jr.
Eli Frank Maness III
Lynn Marie Matthews
Linda Patrice Major
Darrell Thomas Mauldin
Carla Summers Merritt
Summa Cum Laude
Douglas Franklin Miller
Thomas B. Miller
Shirley A. Mitchell
Summa Cum Laude
Lisa Anne Monds
John David Morgan
Magna Cum Laude
Barbie Shayne Morphis
Rasaki Omotayo Moshood
Ann Marie Mulvaney
Angela LaQuita Nelson
Patricia Lynne Nickens
Jeffrey Michael Norris
Karen Lee Nunnery
Summa Cum Laude
Christopher Lawrence Oliver
Melody Jean Page
David William Parrish
Douglas Daniel Parrish
Gregory Lance Pate
Cum Laude
Marshall Herman Phillips
Steven Ray Phillips
Cum Laude
Bobby Keith Pittman
Timothy Brian Pope
Virginia Ann Powell
Robert Carl Rehnstrom
Rickey Leighton Richardson
Dena Sue Rothe
Nancy Carol Hinson Ruffin
Cum Laude
Steven Harry Sano
Marty Lynn Scarborough
Kristen Joyce Schofield
Carla Augusta Short
Silvia Margot Slade
Magna Cum Laude
Dennis Ray Smith
Magna Cum Laude
Jayne Elizabeth Snipes
Kevin Lancaster Spain
Cum Laude
Mala Srikrajay
Kenneth E. Starling
Timothy Leon Stephenson
Jocelyn Ruth Stevens
Frank Anthony Sypniewski, Jr.
Donald Lee Terrell, Jr.
Loretta Griffith Tew
Timothy Paul Turner
Cum Laude
Michael Garland Tuton
Michael Steven John Vandy
Bryan McCredie Wagoner
Christopher Lee Walker
John Glenn Walker
Yi Wang
Susan Bess Ward
Jane Marie West
Genny Leigh White
James Gregory White, Jr.
Cum Laude
William Cannon Whitley
Mark Lodge Willey
Mark Cameron Williams
Stephen Monroe Williamson, Jr.
Catherine Clark Wilt
William Worsley Winstead, Jr.
Lisa Kimberly Wood
Graham O'Neil Yopp, Jr.

BACHELOR OF SCIENCE

Rita Lillian Amato
Linda Lee Baker
Samuel Scott Bass
Magna Cum Laude
Dorothy Rangeley Bennett
Jeanette Benton
Magna Cum Laude
Ruth Estelle Berndt
Judy Lewis Blanton
Margie Crumpler Bradshaw
Cum Laude
Sandra Lee Brady
Summa Cum Laude
Betty Ann Britt
Beverly C. Bryan
Summa Cum Laude
Leon K. Bunce
Stephanie Jean Burch
William Shaw Burney
Graham Horton Byrd
Carolyn Holder Carlyle
Robin Annette Carpenter
Sandra Carter
Paula Faye Cato
Gary Lynn Chadwick
Richard Miles Cheek
Cum Laude
John Grady Collinsworth
Magna Cum Laude
David Benjamin Connor
Shannalei Core
Nancy Susan Craft
Mary Fred Creech
Carolyn Nettles Cupstid
Magna Cum Laude
Stephen Milton DeVane
Cum Laude
James R. Dixon, Jr.
Phyllis P. Durham
Stephen Alan Edwards
Tammy Lynn Edwards
Helen Farsaie
Tony Maurice Fenn
Robert L. Fifer
David F. Futral
Cum Laude
Teresa Lynn Garris
Cum Laude
Mohammad Reza Giahi
Cheryl Matthews Glover
Frederick Kenneth Glover
George Christopher Godwin
Summa Cum Laude
Janet Beth Gooden
Cheryl Ann Grabowski
Sally Lewis Grant
Karen Averitt Hamel
Magna Cum Laude
Rebecca Lynn Foster Hartman
Elizabeth Denise Hicks
Melanie Hope Hockaday
Cum Laude
Roy Edward Horne
Kimberly Carter Hudson
James W. Huggins
Miles Lee Huggins
Nancy Gayle Hughes
Mary Elizabeth Hunt
James Walker Hunter, Jr.
Lisa Rebekah Hunter
Donald Maynard Hyland
Magna Cum Laude
Robert Lawrence Inge
Mark David Jacobson
Summa Cum Lunde
Alireza-Jafari
Magna Cum Laude
Windy Lynn Johnson
Douglas Clay Jones
Marie Annette Jones
Magna Cum Laude
Angela Brewer Kaljahi
Nassrin Kharrazi
Melonie Venita Kidd
Bernardine King
Jeffrey Trott Kornegay

Timothy Michael Kotroco
Christopher Mark Laforet
Magna Cum Laude
Catherine York Lanning
Magna Cum Laude
Becky Marlene Lee
Cum Laude
Janet P. Lee
Pamela Sue Leslie
Magna Cum Laude
Howard James Lovingood
Mary Ann Bartelle McElveen
Summa Cum Laude
Gregory L. McGarvey
Cum Laude
David Smith McKeel
David Eugene McLeod
Joy Lynn McPhail
Nancy Rucker Massingale
Catherine Drake Maynor
Mitra Mehraz
James Edward Melvin II
Mahmood Montazeri
Curtis L. Moore
Madelene Maxine Moore
Donald M. Moulder
Pat Angelo Muffaletto
Lisa Renee Nalley
Elizabeth Helen Nelson
Magna Cum Laude
Anna Marie Nobeck
Cynthia Leigh Norris
David Edward Oliver
Magna Cum Laude
Stephanie Grace Rainsford
Barbara Jean Raynor
Cynthia Lorrsine Ricker
Luis Enrique Rivera
David Linwood Rockwell
Kevin Douglas Rodgers
Cum Laude
Diana Lynn Rogers
Cum Laude
Shelby Best Savidge
James William Shaver
James Henry Shaw
Susan Wintermyer Shemenski
Jerry Cecil Sheppard, Jr.
Emmett E. Slake
Marilyn Cecelia Sloan
Vannessa Lorraine Smith
Jennifer Ann Smoot
Ricky Dale Speas
Magna Cum Laude
Terry Lee Stallings
Betty Maria Strain
John E.Tate
Larry Coyle Thomas
William Edward Thornburg
Joette Rogers Van Horn
Willard Keith Wagner, Jr.
Deborah Lynn Walston
James Douglas Walters
Jeanette Woods Webster
Halee F. Weinstein
Magna Cum Laude
W. Keith West
Wendy Diane Whitaker
Paul Gaston White III
Cum Laude
Tamara Fay Whited
Ronald Edward Williams
Sharon Vernell Williams
Rebecca Dianne Johnson Wroten
Nader Yousefian

BACHELOR OF ARTS

Sharon Wann Arnold
Magna Cum Laude
Raymond Corbitt Baker
John W. Beldon
Summa Cum Laude
Wade Reginald Brabble, Jr.
Arthur Victor Britt, Jr.
Kelly Bennett Carter
Cynthia Ann Clayton
Linda Jean Coats

Steven W. Cox
Ricky Dean Downing
Jefferson Clay Easley
Jorge Eduardo Escalona
Michael Ray Ester
Lisa Ann Finger
Summa Cum Laude
Craig Emerson Forsythe
Pamela Ann Fox
Philip William Garland
Magna Cum Laude
Jo Ann Darden Godwin
Summa Cum Laude
Andrew Thomas Goettman, Jr.
Cum Laude
Margaret Elizabeth Hamrick
Leslie Haren Harrison
Robert Carroll Hensley, Jr.
Gina Lynn Lanier
Cum Laude
Wade Dixon Leary
Kaye Frances Lynch
Cum Laude
David Thomas Martin
Keith Alan Merkey
Magna Cum Laude
Jeffrey Dean Parker
Magna Cum Laude
Kimberly Ann Parker
Cum Laude
Lee Charles Patterson
Wayne Matthew Price
William Royce Price
Rebecca Marie Redding
Robert Elliott Robinson III
Christine Roulhac
Warren Michael Scales, Sr.
Donald Alen Segle
Bryan Glenn Smith
Jacquelyn Williams Sowder
Cheryl Lynn Spencer
Magna Cum Laude
Allen Dale Thomas
Clarence Winston Thompson
Summa Cum Laude
Teresa Mae Webb
John William White
Ava Maria Winford

MASTER OF SCIENCE

Bruce Alan Bartolain
Scott William Baxter
Stanley D. Beville
Charles Kazuo Brantley
Mark Allen Daniels
Roger A. Ferrell
Donald B. Johnson
Mark Stenley Lane
Patrick Daniel Mace
E. David Picard
Wade Owen Popovich
Charles M. Vuckovic
Steven Roger West

MASTER OF BUSINESS ADMINISTRATION

Abdulaziz Yousef Alawwad
Joseph J. Bobula
Daniel Bullock, Jr.
Samuel Johnston Clark III
Don Alan Evans
Cynthia Jane Downing
Philip Nicholas Hardin
Elopia Howell
George Hubert Jackson, Jr.
Bonnie Lee Jenkins
With Distinction
Robert Charles Kain
Dale Wayne Kilgo
Mark Edward McCann
James Charles McNamara

Charles Michael Moose
With Distinction
John Kevin Parks
With Distinction
Richard Neil Pferisk
Cletus Eugene Richard
Timothy Fisher Smith
Elaine Spell Surles
R. David Torry
Dozie Anazodo Ulasi
Douglas Stanley Viska
Bradley Bissette Warren
Jenell Clark Young

MASTER OF EDUCATION

Emily Rose Abernethy
With Distinction
Patricia Hawke Andrews
Jan Berry Anderson
Sue Johnson Arnold
With Distinction
Sharon Mentoria Arrington
William Ibrahim Atalla
Deryl Flynn Bailey
Ann Luton Barrow
With Distinction
Millie Lou Bradley Batton
Joanne Edick Bernstein
George Franklin Brackman
Donna Britt Carr
Susan Valentine Culpepper
With Distinction
Judith Elaine Davis
Nelly Sainz de Garcia
Merilyn Hayes Duncan
Vickie Alvis Erben
Lynn Couey Evans
Patsy Curry Faison
Eugenia Jones Feeney
Mary Rose Parnell Felton
Barbara Kelly Glenn
Carolyn J. Green
George Werner Gunzenhauser
John Loren Haines
Cleveland Harris, Jr.
Soudabeh Hodjatzadeh
Denise Downing Holmes
Thomas Junior Hosterman
Linda Stockton Katsoudas
Rebecca Daughtery Kuszmaul
Linda Waddell Lewis
With Distinction
Marilyn Stewart Little
Marcia Locklear
Paula Jo Marler
Donald Winfred Melton
Juanita Mishoe
Sandra Lynne Mullins
Doris Fennell Murphy
Nina M. McNeill
Vannie James Parker III
Leopold K. Salzer III
Charles Wayne Satterfield
With Distinction
Janice S. Smith
Colleen Warner Smith
Max Dayton Smith, Jr.
Laura A. Tavernier
Janie Elizabeth Pope Temple
Ellen Cuthrell Wallace
Alfreda Weathers
Opal Lee Satterfield Weeks
Larry Rayvon Wheeler
Susan Shelor Williams
Viorica G. Zainal

JURIS DOCTOR

James Anthony Atkins
Judy Lee August
Timothy Charles Baker
John Phillip Barkley
Darnell Alford Batton
Monty Carroll Beck
Cum Laude

Jaannie Jo Bell-Thomas
Pamela Weaver Best
Elizabeth Anderson Blair
Alan Jay Blake
Cum Laude
Clifford Ricky Bowman
John Allen Bowman
Sara Charlene Boykin
Cum Laude
Roy David Bradley
Scott Thomas Brewer
Jennifer Diane Brock-Martin
John Catlett Bruffey, Jr.
Kenneth Lee Burgess
Cum Laude
Carole Lynn Calder
Kenneth R. Campbell
Ernest Rawls Carter, Jr.
Leroy Russell Castle
Nancy Anne Caudle
Todd Robert Cerwin
John Graham Clark III
V. Elaine Cohoon
Janet Robin Coleman
David Samuel Cooper
Kenneth Shelton Corbett
James Kent Coward, Jr.
David Bailey Crosland III
M. Greg Crumpler
Cum Laude
James Thomas Davis
James Ray Deal
Frank Stephen Dearmin
Joseph H. Forbes, Jr.
Marshall Jay Frank
Moses Braxton Gillam III
Ludie Darlene Graham
Stanley Franklin Hammer
Karen Elaine Hamrick
Ellen Butler Hancox
Samuel Ferguson Hanna
Marouf Arif Hasian, Jr.
Lu Pendleton Hayes
Susanne F. Hayes
Melinda Haynie
James Wilson Herring, Jr.
Teresa Leigh Hinson
Billy Davis Horne, Jr.
Cum Laude
Gregory Keith James
Elizabeth Belo Johnson
Michael Allan Johnson, Jr.
Jeffrey Perry Keeter
Mark Elliott Klass
Barbara Anne Knox
George Russell Kornegay III
Stephen Locke Krampf
Steven Craig Lawrence
William Paul Lewis II
John Fletcher Logan
Richard Aaron Love
Cum Laude
Elizabeth Carolyn Marshall
John Albert Maxfield
William Lester McGuirt
Douglas Fraser McIntosh
Susan Howerton McIntyre
James Devaine McKinney III
Randy Meares
Dexter D. Miracle
Page Dolley Morgan
Steven Eugene Mundy
Thomas B. Murphy
Risden Thomas Nichols, Jr.
Kimberly Beth Noe
Horace William Palmer, Jr.
Cum Laude
Wayne James Payne
Clyde Holland Perdue, Jr.
Gregory Ralph Piccola
Ray Kearney Pleasant
Cum Laude
Warren Thomas Portwood, Jr.
Mary Louise Potter
Rebekah Louise Randolph
William Henry Riddick, III
Janet Hrones Roach
Cum Laude
Margaret Cavitt Robison
Misajah Bert Sessoms
April Evans Stephenson
James Benjamin Stephenson, II
Neil Wayne Stephenson, Jr.
Charles Marion Stines

Margaret C. Strickland
Andrew P. Tennett
Cheryl S. Thomas
Michael Mauldin Thompson
Brian Edward Upchurch
Frederick Roland Wagner, Jr.
Stanley Zeigler White
Henry Monroe Whitesides, Jr.
Thomas Johnston Wilson, Jr.
John Ignatius Winn
J. Craig Young
Cum Laude

SUMMER, 1984

ASSOCIATE IN ARTS DEGREE

Dennis James Ball
Rhonda Balwanz
Raymond Joseph Bernier
David Kenneth Callahan
Veronica Katherine Croce
Larry Wayne Cunningham
Joseph B. David, Jr.
Kenneth Wade Ellis
George Michael Flanagan
Elmer Gambler
Phillip Morris Johnson
Beatrice Ann Kidwell
Junette McBryde
Calvin Christopher McMichael
Rose Anita Mack
Dennis Murphy
Jonathan W. Roberts
Charlie C. Scearce, Jr.
Bradley Wayne Severe
James A. Sheckels
John Todd Springler
Kenneth Lennox Williams
Denise M. Williamson
Allen Dale Zimmer

BACHELOR OF MUSIC

Walter Stephen Aiken
Evelyn Ruth Ragan

BACHELOR OF HEALTH SCIENCE

Robert Louise McNeill

BACHELOR OF ARTS

Jeffrey Edwad Gibby
Troy Kevin Wilson
Summa Cum Laude

BACHELOR OF SCIENCE

Eva Beal-Brock
Joan Blann Betts
Jeffrey Richard Brigham
Albert F. Clarke
Christopher Payne Farnung
Mel Louise Fleshman
Julie Elise Garner
Gwendolyn Otis Graves
Natalie Carol Gregory
Cum Laude
Teresa Lee Hood
Cedric G. Houston

Brian Timothy Hughes
Ronald Eugene Long
Bert Eugene McDowell
Summa Cum Laude
Stewart Neeld Mann
Windy Ann Price
Steven Lawrence Regner
Katina Marie Roach
Rebecca Ann Royal
Regina Caroline Royal
Kerry Mitchell Smith
Sue Ellen Treharne
Magna Cum Laude
Yuji Watanbe
Gerald Franklin White, Jr.
Maurice Vernell Williams
Jimmy Brooks Wood, Jr.

BACHELOR OF BUSINESS ADMINISTRATION

Emery Denny Ashley
Stephen Mark Bloom
Robert Grimshaw Brewer
Elmore Brown
James Percy Cauley, III
Kerry Lynn Cox
Frank Delconte, Jr.
Doris M. Drake
Magna Cum Laude
Jeffrey Thomas Etheridge
Resson Oliver Faircloth, Jr.
Mike Durand Griffin
Todd Lee Horton
John Edward Howe
Marion Spears Karr
Cum Laude
Gregory R. Kraemer
Kerry Ronald Larrabee
Delia Wellons Lee
Cum Laude
John Michael Lowe
Daniel Murdock McIntyre
Vivian Faircloth Myatt
Louis Carl Perry, Sr.
Anthony Jerome Richardson
Julie Elena Roner-Ponce
Peggy Bumgardner Turner
Geralyn Marie Warner
Summa Cum Laude
Mary Ellen Wiggins

MASTER OF BUSINESS ADMINISTRATION

Margaret Sidney Ashworth
Baldie William Bissette
Patsy Ann Lee Burgess
Joey Allen Ferguson
Grace Turlington Freeman
Marriner Dail Hardison, Jr.
Larry W. Hawkins
Kathryn Elaine Kurlish
Michelle Miller Lybarger
With Distinction
James Wilson Melvin, Jr.
Gerald Clinton Musselwhite, Jr.
With Distinction
Jeffrey Allen Nelson
Richard L. Nugent
Sharon L. Shehdan
John Thomas Thacker, Jr.
Surasak Vipasawad
Nancy G. Zipf

MASTER OF EDUCATION

Laura Hunter Albin
Betty Bradley Aldridge
Neta B. Allen
Shirley Hart Arrington

Josephine Adams Blackmon
Kathryn Grace Blalock
Sarah Jane Branch
Darroll Andrew Brown
Winslow L. Carter
Rebecca Williams Coleman
William Penn Davis, Jr.
Brenda Dial Deese
Jackie Strum Ennis
Alvida M. Evans
Gail Kemp Floyd
With Distinction
Diana Katherine Hargrove
Susan McCormick Harrington
Cleopatria Curlee Harris
Mary Jo Lassiter Harrison
With Distinction
Mary Alice Hasty
Robert Elliott Hayes
Paul Norwood Head, Jr.
Nancy Diane Herrick
Diane Teel Hill
Mabel White Howell
Sarah Jack Hunter
Laura Steed Jones
Lisa Lewis
Deana J. Lowry
Nancy Lamm Mabry
Anne Marks McGirt
Sandra Kay Neaves
Mary Elizabeth Nery
Otelia K. Newsom
Lyndell Lee O'Quinn
Steven Reid Patterson
Catherine Boyette Phillips
Phyllis Vick Perry
Betty Sue Prevatte
Elizabeth Ann Royal
Karen Quansy Smith
Sammy Bennett Smith, Jr.
Diane Kayes Spencer
Helen Glover Starr
With Distinction
Donna Gardner Stringfield
John Exley Upham, Jr.
With Distinction
Katie Harris Vann
Trudy Jan Vinson
Sarah Janet Walker
Clemellyn Hunter Welch
With Distinction
Jean Walker White
Marcella M. Whiteside
Peggy Jordan Womble
With Distinction

MASTER OF SCIENCE

Christopher Charles Batchelder
Rawskia Bradley
Joseph R. Daves
Stephen R. Deitz
Peter Attilius Dotto
Charles J. Dullaghan
Geary Michael Flack
James Arthur Franklin
Donald Arthur Henke
Wiliam Kastner
Wolodymir Katolik
Rodney D. Low
Steven Lee Neely
Lee Grissom Offen, Jr.
Richard Joseph Pevoski
Carl Theodore Sahlin, Jr.
David Hambleton Schwab
Michael S. Snyder
Charles Franklin Swanson
Michael Everette Taylor
Shawn Patrick Tierney
John B. Wolters

JURIS DOCTOR

Karen Dodson

FALL, 1984

ASSOCIATE IN ARTS

Patricia Anne Budzinski
Jennifer Dawn Johnson

BACHELOR OF APPLIED SCIENCE

Billy Wayne Holt

BACHELOR OF HEALTH SCIENCE

Glenn Edward Stoker

BACHELOR OF MUSIC

William Bruce Cheek
Summa Cum Laude
Judy Smith Davis
Magna Cum Laude
Marian Elizabeth Kennedy
Magna Cum Laude
Jerry Darrell Raynor

BACHELOR OF BUSINESS ADMINISTRATION

Ghassan Yousef S. Abdelfattah
Al-Doukhi Ali H. M.
Carolyn Denise Autry
Gary Len Barefoot
John Timothy Boyette
Mitzi Billings Combs
Alfredia Elliott Cox
Stacy Allen Duncan, III
Jesse Boyce Evans, Jr.
Carol Lynn Jackson
Cyrus Harvey King
Robert Lowell McFarland
Robin Susan McNeill
Carla T. Martin
Albert Wade Meihofer
John Charles Melnick, Jr.
Randall Wayne Murray
Tammy Grady Pitts
Jeffrey Mark Rice
Joan Frances Sexton
Edward Franklin Taylor, Jr.
Tommy Lynn Thomas
Agnor LeRoy Upshaw

BACHELOR OF SCIENCE

Al-Jaser Taha Abulrahman
David Carson Aycock
Larry Vernell Canady
Mason Lindsay Carroll, III
Katherine Rozanne Darden
Summa Cum Laude
Hengameh Ghaderkhani-Khaladjestani
Ralph Gordon Keith, Jr.
Gene Ray Koehler
Renae Perry Miller
Micheal james Muirhead
Eliabeth Byrd Murchison
Cum Laude

Richard Franklin Phelps
Jack Randall Sherron
Magna Cum Laude

Betty Carolyn McLamb Tew

BACHELOR OF ARTS

Janet Denise Cooke
Jennifer Bowen Denning
Summa Cum Laude
William Harley Ford, Jr.
Mark Eric Gaskins
Cum Laude
Cynthia Von Humphries
Russell Sherman Hylton, Jr.
Barry Alan Jones
Magna Cum Laude
Thomas Lewis Logan
David L. Nunn
Donald Wayne Pierson, Jr.
Magna Cum Laude

MASTER OF SCIENCE

Santiago Busa, Jr.
John P. DeBerry
Roger Joseph Dostall
Johnnie J. Salazar, II
Lorna Rittenhouse Strzelecki

MASTER OF BUSINESS ADMINISTRATION

Philip Axler
Andre L. Carson
Lawrence John Crisafulli
Robert Wade Crump, Sr.
Kathy Ditty
Ralph Hill Dunn
Leander Francis Fitzpatrick
Charles David Fritz
Linda M. Gravitt
William David Jenkins
Lawrence Andrew Lee
Gerry Croach Littlepage
Howard Francis McGinn, Jr.
Anne E. Naylor
George Scott Richardson
William H. Taylor
William Campbell Trainer
Van Gregson Wall

MASTER OF EDUCATION

Claudette A. Andrews
Bethany Crol Arnold
Tony Eugene Bass
Selena Jordan Bennett
With Distinction
Mary Cam Boudreau
Jenny Lynn Carmichael
Mary Lou Diener
Jane Methvin Downing
Linda Crol Ellis
Barbara Kuykendall Hair
Mary Smith Hannon
Robyn Brenna Hawley
Judy Siler Johnson
With Distinction
Iris Barnes Marbet
Sarah Floyd Marion
Kay Whaley Smith
Sandra Lee Stephenson
Bonnie Jean Strawder
Alice Tuck Swann
Karen B. Westbrook
With Distinction
Susan Cole Wilson

SPRING, 1985

HONORARY DEGREES

J. Boyce Brooks
Doctor of Divinity
John M. Tew, Jr.
Doctor of Humane Letters
Lloyd Elder
Doctor of Humane Letters
Charles O. Whitley
Doctor of Laws

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

James R. Coates
Ellen Marie Storey

ASSOCIATE IN ARTS

Syanye Lee Aldridge
John B. Amaker, III
Mack R. Aman
Jairam Baldeo
Gary A. Biegler
Brenda Florence Bonney
Bruce Clark Burson
Madeline Yvette Colon
Pamela Prince Conyers
Donald Francis Dubois
Stephen A. Fegard
Jimmie Darryl Gillyard, Jr.
Janice Hayes Griffin
Max Francis Xavier Gutierrez, Jr.
David Phillip Hulslander
Lise Charlotte Ekroll Ingalls
William A. Ingram
Glenn Leroy Jessup
Nelida Lopez
Charles Myron Lynn
Wanda Jean McNeill
Joseph Anthony Meyer, IV
Ronald William Miller, Jr.
David Lee Milligan
Jean A. Morgan
Virginia Ellen Mullen
Daniel C. Newcomer
Terry John Ramke
Juliano Joseph Ritosa
Patricia Jean Rodriguez
Brian Patrick Roney
James L. Ryan
Michael Anthony Sestile
Michael Carl Tredway
Robert John Van Hoof
Carl H. Welborn, Jr.
Phillip Workman, II

BACHELOR OF APPLIED SCIENCE

Tammy Sue Cook
Martin Samuel Jones
Edmund C. Pereira, Jr.
Jacquelyn J. Van Meter
Marthieah Jones Weaver
Cum Laude
Donald G. Wilsey
Cum Laude

BACHELOR OF HEALTH SCIENCE

Sandra L. Ross
Cum Laude

BACHELOR OF SPECIAL STUDIES

Michael Alan Cook
Roy Junior Eason
Frank Walter Horne, Jr.

BACHELOR OF BUSINESS ADMINISTRATION

Robert Bolling Abbitt
Ali Ibrahim Al-Abdulghanani
Amy Leigh Asbell
Mary Denise Asbury
Patricia Faulconer Austin
Cum Laude
Mildred Elizabeth Autrey
Judy Ann Baird
Donna Mac Barbour
Kathy Dawn Barefoot
Susan Carol Bass
Cum Laude
Donna Sue Bernier
Cum Laude
Jeffrey Gardner Blount
Richard Lloyd Bray
Clara Faye Bryant
Summa Cum Laude
Melissa Carol Buchanan
Bonnie Gayle Burgess
Lawerence Eugene Caffrey
Betty Thomas Cameron
John Lee Clark
Laurie Anne Coolidge
Roger Alan Cox
Gerald Grant Craig
Stacey Renee Crumpler
Jaime Augusto Cruz-Figueroa
Gilbert M. Dickson
Robert D. Dodson
Hilderin Dominguez A.
Jeffrey Benjamin Dowdy
Allison Kay Edwards
Russell Thomas Elbaum
Owen Charles Elks, Jr.
Cum Laude
James Keith Epperly
Jeffrey Ray Faucette
Cum Laude
Scott Mark Fitzgerald
Ramon Rainier Dolorfino Flores
David Cameron Ford
Brenda Leigh Furr
Mark William Fuss
Eugene M. Gavigan
Beatrice Denice Goslee
Karen Elizabeth Gray
David Todd Gregory
Robin Suzanne Griffith
Magna Cum Laude
Antonio Guerrero
Daniel Scott Hall
Dennis Craig Hapes
Angela Deloise Highsmith
Gabriel Horn
Magna Cum Laude
Scott Horsfield
John Aloyious Hulmes, Jr.
Hermon Charles Jackson
Kipland Guy Johnson
Joseph Clay Jones, Jr.
Magna Cum Laude
Jack Turner Kelley, Jr.
Bruce Norman Kelly
Lisa West King
Kevin Cecil Kirkman
Christopher Lee Koonce
Mary Frances Kuhns
Cum Laude
Jerry R. Lail, Jr.
Kenneth H. Lees
Frank Gary Lund
Cum Laude
Steven Lundberg
Cum Laude

Thomas E. Lynch
Paul Jeffrey McClamrock
Kimberly Susan Madison
Philip Scott Maness
Tressie Marie Marshall
Sandra Kay Martin
Cum Laude
Michael Neal Mason
Mary Ann Melton
Summa Cum Laude
Dwayne Merritt Mooney
Gregory Thomas Moore
Catherine Hope Mull
Magna Cum Laude
Debra Elizabaeth Mullinax
Gary David Nasers
Richard Harris Newton
David Nisbet
Stacy Gregg Norris
Tommie E. Ollis, Jr.
Benjamin C. Peoples
John Thomas Phillips, Jr.
William Bryan Phillips
Cum Laude
Michael Kevin Pierce
Deborah Annette Pittman
Summa Cum Laude
Stephen Jerome Powell
Cum Laude
Daniel James Priest
Connie Marie Turbeville Puckett
Charles Mayo Ramsey, Jr.
Regan Todd Richardson
Clark Douglas Ridge
Leigh Morgan Rodgers
Annette Wall Sauls
Magna Cum Laude
Charlie C. Scearce, Jr.
Daniel Dean Shine
Lola Anne Gaither Silkwood
Christopher Mark Smith
Michael Wayne Smith
Phillip O. Smith
Angela Diane Starling
Arthur William Stellwag, II
Michael David Stephenson
James McDonald Storey
Rodney Lane Stovall
Melodia Ann Swain
Charles L. Thaggard, Jr.
Linwood Carroll Thornton, II
Magna Cum Laude
Patricia Renee Torres
Ireland Stanfield Upchurch, II
Earl Delaney Urquhart
Julie Anna Walston
Cum Laude
Pamela Holer Walters
William Jeffrey Walters
Richard Curtis Watkins
Michael Thomas Weaver
Regonald Thomas West, Jr.
William Edmond Whitham
Morris Anthony Whitmore
William Ryan Wilkes
John A. Willoughby, Jr.
John Thomas Winston
Sholeh Nassehi Winters
Ronald Edward Wiserman
Cum Laude
William Lynn Wolking
Betty Lou Womack
Betty Hamlett Worth
David Andrew Winfield Wright
Gloria Ross Yow

BACHELOR OF SCIENCE

Thomas Brian Alexander
Janice Ann Ashworth
Harold C. Bain, Jr.
Pamela Cecelia Beasley
Mary Kay Boyer
Magna Cum Laude
Francis A. Brochu
D. Renee Brown

Ginger Evans Buffkin
Teddy James Byrd
Angeline A. Chong
Landon Mark Coleman
Robert L. Cornwell
Jose Francisco Corrales H.
Javier Guillermo Correa, III
Summa Cum Laude
Rebecca Dickens Crews
Deborah Spencer Dennis
Cum Laude
Laura Faye Dodson
Colleen Marie Dow
Deborah Diana Evans
Ted A. Finley
Karen Lynn Fuquay
Summa Cum Laude
Cherry Lenore Gordon
Magna Cum Laude
Sarah Lorena Gore
Michael Charles Gross
Tony Donald Gurney
Keith Sumner Hall
Magna Cum Laude
Anthony Ross Harrington
Summa Cum Laude
Joseph Edward Hensley
Kelly Marie Horne
Magna Cum Laude
Thomas George Houlahan
Chloe H. Hudson
Barbara Gayle Jackson
Jane Elizabeth Johnson
Summa Cum Laude
Rachel Marie Johnson
Jennie L. Jones
Ronald Lee Jorgensen
Jane Elizabeth Keeter
Kevin Shockley Keyes
Jay Hinson Lawrimore
William Edward Leach, II
Tyran Theresa Lennon
Jerri Keith Liles
Mary Anne Lockamy
Richard Ray Lucy
Lee Thomas McGraw
Donald M. McKay, III
Cum Laude
Kerry Kem McKenzie
Summa Cum Laude
Michael Jose Martinez
Sandra Louise Massengill
Sherry Celeste Massengill
Amelia Carlton Miller
Lisa Ann Miller
Sele Randolph Mitchell, Jr.
Lori Carol Mullins
Brenda Joy Nowell
Sandra Kay Nowell
Jeffrey Mark Owens
Summa Cum Laude
Sherre Lynne Peele
Jenette Louise Phillips
Steven Mark Pickering
Maria del Carmen Posada
Sylvia Ann Graham Poythress
Magna Cum Laude
Deborah Rawson Priebe
Linda M. Raboteau
John David Reed
Jeanne Ann Reynolds
Summa Cum Laude
Roberta Robinson Russ
Steve D. Sellers
Cum Laude
Regina A. Shiver
Jerry Wayne Smith
Susan Elizabeth Smith
Carol A. Sobel
Bruce Olav Solheim
Lela Rose Stancill
Carol Lynn Stanley
Joan McDuffie Stanley
Kelvin Keith Starner
Cum Laude
Richard Kirk Strait
Charles William Talley, II
Thomas Bruce Tilley
Jennifer Dale Toler
Barbara Gail Turbeville
Peggy Darlene Mattthews Wallace
James Lindo Wheeler

Ernest Matthew White
Robert Earl Windham, Jr.
Della Marie Woods

Frances Allyn Wortman
Lois Elaine Wright
Mary Allean Wright
Karen Elaine Wyatt

BACHELOR OF ARTS

Victor Albert Anderson, Jr.
Kimela Paighe Blackburn
Randy Lee Brantley
Summa Cum Laude
Julia Ellitt Brisbane
Magna Cum Laude
Betty Sue Clemmons
Cum Laude
Harriett Ann Coleman
Magna Cum Laude
Rita Holbert Cox
Magna Cum Laude
John Bradley Dula
Mark Mitchell Ezzell
Robert Neil Fore, Jr.
Felix Anthony Futrell, Sr.
William Charles Gaitings, Jr.
Peggy Marie Goodwin
Virgil Martin Groover
Susan Annette Hales
Cum Laude
Jeffrey Dean Hamilton
Kenneth Lee Harris, II
Jeffrey Lynn Hartman
Carol Page Hawley
Walter Benton Heggie
Gary W. Hubbard
John Chandler Ivarsson
Cum Laude
Eric Eugene Jackson
Gayle R. Jackson
Rhonda Carol Johnson
Angela Faye Keesee
Natalie Rae Lane
Summa Cum Laude
Geraldine Elizabeth Linney
Edwin Frank McDaries, Jr.
Summa Cum Laude
Marion Drane McNeil
Mary Belinda Meeks
Summa Cum Laude
Denise Holton Oakley
Russell Todd Page
Jerry Wayne Parsons
Anthony K. Pless
Juilia Anne Poindexter
Summa Cum Laude
Estella Marie Poteat
Sherry Lynn Poteat
Mary Ruth Powell
David Wayne Riggs
Gregory Barrett Rodgers
Lisa Jean Seigler
Gloria Jean Smith
Cum Laude
Ronald Paul Starnes
Ellen Marie Storey
Magna Cum Laude
Donna Ellen Sutton
Summa Cum Laude
Bety Lynn Tyner
Summa Cum Laude
Rebecca Dannette Underwood
Val Jon Vorisek
Cum Laude
Lorrie Renee West
Mary Belinda Williford
Summa Cum Laude
Mary Ellen Hardy Zandiotis

MASTER OF SCIENCE

Davd Adrian Bentley
Thomas Ray Cannon
David Thomas Clark
Kenneth M. Day
Daniel John Kulich
Richard Lee Magera
Christy Outchcunis
John Edward Peters
Kurt Bernhardt Reineke, Jr.
Nicholas Andrew Sabatini
Michael Peter Scott
Brian G. Shellum
John Newton Wiegner

MASTER OF BUSINESS ADMINISTRATION

Jeffrey Allen Adams
With Distinction
Dan K. Anderson
Richard Peter Arsenault
Norman Phillip Bennett
Michael W. Britt
Theodore David
Paul William Edwards
James Henry Greene
Sherman Lee Hopkins
Robert Eugene Kirkland, Jr.
Darrell Haney Lewis
Kent Wesley Lewis
James Edward McGhee
Kay Antone Mitchell
With Distinction
James Wilson Parisher
Donald Edward Quade, Jr.
Frederick Rollinson, III
With Distinction
Michael Wayne Sidelinger
Martha Register Smith
Mry Talley Spears
Barbara Bunch Warmack
William Edward Williams, Jr.

MASTER OF EDUCATION

Thomas Lewis Barnes
James Harrison Beecher
Janie Massengill Best
Nancy Ladelle Black
With Distinction
Lynne Downing Carver
James Allen Clary, Jr.
Mary Ann Conners-Krikorian
Kathy Anne Cooper
Jenny R. Craig
Sandra Duncan DeBose
David Ross Farquharson
Carolyn Copelin Foxx
Patsy J. Gordon
Thurman Butler Hall, II
Daniel Bruce Hoffman
Franklin D. Hooks
Leland Clifford Horton, Jr.
With Distinction
Jennifer McInnis Jenkins
Bruce Wayne Jeter
Martin Lee Layton
Susan Martin McGilvary
Kenneth Ashley Maples
Patricia Chenet Marples
John Barry Matthews
Ruth Roberts Price
Wilbert Stokes
Samuel Vines
Kathryn G. Waters
Pamela Barefoot Westbrook
With Distinction
Evelyn Whitehead
Alisa Anderson Williams
Patricia Lynn Zalascek

JURIS DOCTOR

Shelby Duffy Albertson
James Laurence Allard, Jr.
Talmage Sherrill Baggett, Jr.
Elizabeth Ann Bals
Lewis Bradley Bibb, III
Freda Jeanette Bowman
Michael I. Bross
Vickie Lynn Burge
Melissa June Carraway
Joseph Barrow Chambliss, Jr.
John Lloyd Coble
Cum Laude
Clay Allen Collier
Robert Lonnie Cooper
Buxton Sawyer Copeland
Cum Laude
Isaac Cortes, Jr.
Sarah Cantrell Cowen
Carolyn Mullenax Dean
Everett Benedict Dowe, III
Mark Reid Edmondson
Frank Howard Ernest
June Seley Ferrell
William Trent Fox, Jr.
Phillip Alan Fusco
Joseph Marshall Garrett
Amy Gillen
Thomas Michael Godley
Jeffrey P. Gray
Vonno Lamar Gudger, III
Lisa Boutelle Hardin
Cum Laude
Helen Cook Harrison
Sharon Lee Hartman
Cum Laude
Douglas Richard Hoy
Matthews Kevin Hubbard
John Thomas Hudson
Brian Geoffrey Hulse
Carl Gustaf Ivarsson, Jr.
Kimberly Ann Kelly
Cum Laude
Anne Jones King
William Lewis King
Ann Hines Kirby
Andrew Allison Lassiter
Ernest R. Lee
Peggy S. Levin
Marcus Bruce Liles, III
Charles Moffitt Lineberry, Jr.
Leslie Stuart Locke
Linda Lee Macaulay
Samuel Austin Mann
Donald William Marcari
John Dearman Martin
Mark Andrew Mason
Magna Cum Laude
Arthur Paul McKinney, Jr.
Regina Mary McNally
John Christian Moffett
James Lloyd Moore, Jr.
Cathy Lynn Mullens
Terry Martin Murphy
David P. Nanney, Jr.
Cum Laude
Robert Thomas Newman
Edward Beam Nolan, Jr.
Katherine Suzanne Parker
Karen Ann Peacock
James Crowell Proctor
Robert Blackwell Rader
Bobbie Newman Redding
Jack Kermit Robinson, Jr.
Sharon Marie Ruppe
Benjamin Patrick Sharpe
William Timothy Sharpe
Cum Laude
Donna Sue Shore
Joseph Franklin Silek, Jr.
Cum Laude
Karen Christine Sorvari
Donald Redford Soule
Peggy Harris Spragins
Robert John Stiehl, III
Rose Marie Stout
Michael Wayne Strickland
David Shelton Tedder
Ronald C. True

Andrew Albert Vanore, III
Ronald Stewart Webster
Keith Ellis Werner
Jay Kevin White
Teresa Leigh White
Kelly Gene Williams
Bennie Keith Wilson, Jr.
Wallace Reid Young, Jr.
Cum Laude

SUMMER 1985

ASSOCIATE IN ARTS

Christopher P. Baker
Clate Borders
Barbara Green Carter
Thomas Allen Reesman
Thomas Scott Scarborough
Homer L. Stewart
Ray E. Wagner

BACHELOR OF APPLIED SCIENCE

Charles Stanley Urban, III

BACHELOR OF SPECIAL STUDIES

Joyner Floyd Taylor

BACHELOR OF MUSIC

Barbara Riddle Taylor

BACHELOR OF BUSINESS ADMINISTRATION

Adel AbdulRaouf A. Al-Bassam
Rita Dale McLamb Barbour
Pamela Robin Bentley
David Carlton Booth
Bottin, Philippe Nicolas
Alex Jefferson Dantre, IV
Kimberly Ann Daughtry
James Channie Dennis
Bruce Allen Eickhoff
Jeffrey Scott Eiker
Michael B. Hardison
Diogenes Hatzisavvas
Walter Hoover Hodge, II
Robin Whitley Hood, II
J. Octavio Horcasitas
William Timothy Hughes
Marcus Parker Hutaff
Robert Lindsay Jordan
Mary Yvonne Kirchoff
Magna Cum Laude
Yvette Laverne Maria Major
Terry Wayne Mallard
Magna Cum Laude
Kelvin Enricho Nash
Kola Taofeek Oladipo
John Martin Page
Hugh Weston Porter
Wanda Gail Whitfield
Cleveland Carlisle Wilkins, II

BACHELOR OF SCIENCE

Frederick Patterson Avis, II
Gray Clark Bailey
Kenneth Edwin Bass
Stephanie Marie Batten
Dallas Floyd Bowden, Jr.
Demetrious Lannette Corbin
Mary Deirdre Disler
Christopher Oliver Foye
Nita Ann Gilley
Dicksie Lynn Gray
Jeffrey Fitzgerald Hughes
James Scott Humphreys
Cum Laude
Linda Marie Hurd
Linda Leigh King
Sharon Jan Knowles
Neil Ray McLean
William Kenneth Parrish, II
Jennifer Lee Skipper
Mary Gwendolyn Stephenson
Husain AbdulIman Sulaiman
Mark Preston Surratt
William Reid Thomas
Kathy Sue Turlington
Richard Kevin Watts

BACHELOR OF ARTS

Susan Cleveland
Cynthia Ann Hatzisavvas
Randall Andrews Purvis
Randolph Palmer Sugg
Stanley Keith Vaughan
Jeffrey Guy Willetts
Magna Cum Laude

MASTER OF SCIENCE

Rodney D. Adair
Michael A. Cole
Colette Couture-Zekas
Lynn Cary Hanson
Terry Robert Lee
Mark James Lundy
Hugh A. McPherson, III
Guillermo Antonio Renteria
Steven Raymond Robinson
Charles Ainsworth Rockwood, IV
Mark Dominic Studer
Douglas Clark Thomas
Graham John Waugaman
Sheila K. Grauerholz Woertendyke
Mark E. Zamperini
Samuel Stephen Zwahlen

MASTER OF BUSINESS ADMINISTRATION

Sarah Winter Bishop
With Distinction
Terry W. Bishop
With Distinction
Timothy Walling Como
Richard John Cove
Allard Paul Elliott
Daniel Henry Heffner
Stephen Creech High
Timothy Thomas Inch
Boonchit Jiraphongsa
Wisutr Khanchanawisittaphol

Isabel Flynn Kilian
Steven Haigaz Krikorian
Montree Laosakul
Pornpilai Laungthaleongpong
George Dennis Lenhart
Emmanuel Nwakpuda
Yaowalak Oonpreechavanich
Theodore A. Papadeas
Samuel Bruce Petteway, Jr.
With Distinction
Stephen Jack Vasko
James Douglas Watlington
Robert Douglas White

MASTER OF EDUCATION

Najat Mohammad Al-Nasrallah
Debra Godwin Avery
Wanda Phillips Bordone
Virginia Larsen Burch
Frank Wesley Carmichael
Patricia Poulk Driggers
Laura McFayden Farrell
Annette Cavanaugh Herndon
Carol P. Honeycutt
Gerald Mitchell Johnson
Mary Lou Layton
Kathleen Warren Lee
Georgia Stein Moore
Nicholas K. Sakellaris
Vanessa Anderson Smith
Michael Wayne Stinson

FALL, 1985

ASSOCIATE IN ARTS

Johnny R. Broughton
Terry Gene Dibert
Patricia Anne Domeika
Karl Franz Josef Englmeier
Shawn Patrick Gresham
Gordon K. Hopple, Jr.
Eugene Michael Labowskie
Deborah Louise Lee
Jeffrey J. Lee
Richard Kurt Mariani
Brian Meade
John Alan Mitchell
William R. Neuiszer
Julio Ceasar Parra
William Glen Patrick
Eric John Pence
Andrew Nicholaus Pogany
John J. Robertson, IV
Laura Grace Scalise
Christopher Mathew Scheuerman
Robert Seda
Brian Peter Sengbusch
Robert Allan Tewmey

BACHELOR OF HEALTH SCIENCE

Michong Kong Rayborn
Nancy Kastelberg Robinson
Virginia Lee White

BACHELOR OF SPECIAL STUDIES

Randall Robert Aman

BACHELOR OF BUSINESS ADMINISTRATION

Raul Octavio Agüero
Carole Anne Arsenault
Summa Cum Laude
Wendy Waldene Atkinson
Charles Frederick Bergman
James Dewey Bobbitt, III
Amanda Johnson Boland
Melissa Elizabeth Bolton
Robert Christopher Brown
James Wiley Bullock, II
Nadine Garvin Carson
Donald Chance
Humberto Bravo Clancey
James Douglas Durham, Jr.
Cum Laude
Michael Nelson Eagan
Denise Ann Evans
Magna Cum Laude
Inge A. Fischer
William S. Fischer
Magna Cum Laude
Paula Barlow Haller
William Randolph Hinson
Regina L. Holt
Magna Cum Laude
Evelyn M. Kinard
Mark Anthony Kittrell
Micheal Charles Kradel
Diana Jones Lafnear
Cum Laude
Bryan Lloyd Lee
Sirichai J. Mangkalee
Julie Ann Eyink Melampy
Magna Cum Laude
Johnian D. Mizelle

Jimmy D. Munday
Magna Cum Laude
Edward Taft Phillips
Cum Laude
Samuel Paul Pittman
Joseph Michael Presley
Summa Cum Laude
Clifford Edward Prough
Kenneth Robert Rowe
Cum Laude
Jeffrey Scott Smith
Ratanachai Sommee
Joe Bryant Stephenson
Gregory Scott Taylor
Anthony Charles Thomas, III
Harold Stuart Turlington, Jr.
Rita G. Varghese
James Russell Wall
Felicia Faith Johnson Williams

BACHELOR OF SCIENCE

Valerie Melara de Agüero
Cum Laude
Tami Al Muqate A.T.F.
Thomas M. Bolan
Lisa Lee Bowling
Cum Laude
Paulette Stancil Bradley
Bruce Clark Burson
Kevin D. Butler
Thomas Philip Coyne, Jr.
Pamela Baker Edgerton
Magna Cum Laude
Russell John Gabrielson, Junior
Kathy Elaine Grant
Summa Cum Laude
Janice Hayes Griffin
Robin Elizabeth Hester
Barbara Jean Hinson
Miriam Elizabeth Jarman
Kellie Berne Johnson
Cum Laude
William Lee Johnson, Jr.
Andrea Jerome McGee
Martha Darlene Martin
Cum Laude
Steven Charles Mehl
Joy Barham Minster
Magna Cum Laude
Renzie Brittian Parrish, III
Charles Thomas Payne
Tamala Renee Pilkington
Cum Laude
Donna Lee Praigg
Merla Brock Price
Kathy Ann Reitzel
Rhonda Smith Sinclair
Magna Cum Laude
Helen Johnson Smith
Debbie Hodges Summerlin
Cum Laude
Pamela Faithe Theofield
Carolyn Dale Vargas
Mary Anne Weiss
Curtis Gresham Welborn, Junior
Robert Edward Zeigler

BACHELOR OF ARTS

James David Chandler
Richard Douglas Harrell
Cum Laude
Teresa Montgomery Harrell
Magna Cum Laude
Gloria Robbins Hawks
Cum Laude
Arlene Corbett Mabry
Julia Anne Metz
Jerry Wayne Robertson
Rebecca Ann Bolton Stinson
Susan G. Strickland
Amy Jo Trogdon
Amy Joy Tyson

Cum Laude
Charles Stuart Watson
Summa Cum Laude
Jon Anthony Whisnand
Charles Jackson Yates, IV

MASTER OF SCIENCE

Agustin de La Rosa, Jr.
Christopher Payne Farnung
Brenda Kathleen Heaton Miller
Donald Eugene Pribble, Jr.
Larry Richard Santure

MASTER OF BUSINESS ADMINISTRATION

Muhammad Soud Al-Awam
John Williams Allen
Sheila Wright Atencio
Denise Mitchell Boulanger
George Chakarji A.
Mazen Omar Dabbagh
Virginia Lee Dail
William Perry Dunlap
Steve Odell Hardee
Michael Anthony Holder
Steven Arthur Laur
With Distinction
Michael Paul Lemmons
With Distinction
Gloria Flake Lockerman
With Distinction
Debbie Lynn Schroeder McLean
Mark John Macejko
Thomas Edison Meece, Jr.
Pon Meensuk
Lee Charles Page, Jr.
Charles J. Paulk, Jr.
William Dudley Peyton
James Michael Pollock
Edwin McKenzie Purcell
Sunee Sommee Sookprasongdee
Choenboon Tasaneyavaja
Carol Bishop Tuggle
Gladwell Mitchell Williams
Dennis Jackson Williamson

MASTER OF EDUCATION

Judith Wheeler Adams
Janet Boykin Batten
Henrietta Smith Boykins
Linda Farlow Brown
Siewchee Choy
Laura Odom Daughtry
Jacqueline Davis Draughon
Margo Diane Dunaway
Norma Lisa Escobedo
Lottie Strum Ennis
Helen Suggs Fisher
Cheryn E. Gardner
Linda Britt Hales
With Distinction
James Elwood Kenedy, Jr.
With Distinction
Deborah Rhen Lightfoot
April Batts Letchworth
Regina Nadine Lyons
Jane Brooks McFadyen McInnis
With Distinction
Jennifer Lee Mills
Ronda Susan Mueller
William Arthur Peterson
Mary May Pickett
William Solomon
Rhonda Williamson Spell

Donna Thomas Stafford
With Distinction
Rebecca Sue Starcher
Claudia James Thompson
Mary Rowland Watson
Cassandra Harriet Gardner Weatherford
With Distinction
Kathryn Holloway Whitfield

Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through December 19, 1979	4853	2738		7591
May 12, 1980	101	82	183	7774
August 2, 1980	27	12	39	7813
December 17, 1980	52	34	86	7889
May 11, 1981	98	94	192	8091
August 1, 1981	33	24	57	8184
December 18, 1981	46	32	78	8226
May 10, 1982	93	88	181	8407
July 24, 1982	35	28	63	8470
December 12, 1982	50	41	91	8561
May 9. 1983	91	109	200	8761
July 23, 1983			61	8822
May 7, 1984			321	9143
July 21, 1984			58	9201
December 10, 1984	35	18	53	9254
May 6, 1985	153	128	281	9535
July 20, 1985	40	20	60	9595
December 12, 1985	49	47	96	9691
May 12, 1986			257	9948

ACADEMIC CALENDAR

SUMMER SCHOOL I, 1986

Monday, May 19	Registration
Tuesday, May 20	Classes Begin, 7:30 a.m.
Friday, May 23	Last Day to Register/ Last Day to Drop-Add
Friday, June 20	Exams
Saturday, June 21	Grades Due, 9:30 a.m.

SUMMER SCHOOL II, 1986

Monday, June 23	Registration
Tuesday, June 24	Classes Begin, 7:30 a.m.
Friday, June 27	Last Day to Register/ Last Day to Drop-Add
Friday, July 25	Exams
Saturday, July 26	Grades Due, 12:00 Noon

1986

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

IMPORTANT DATES

JANUARY
1 New Year's Day
15 Martin Luther King, Jr.'s Birthday

FEBRUARY
12 Lincoln's Birthday
12 Ash Wednesday
14 Valentine's Day
17 Washington's Birthday Observed
22 Washington's Birthday

MARCH
17 St. Patrick's Day
23 Palm Sunday
28 Good Friday
30 Easter Sunday

APRIL
24 Passover

MAY
11 Mother's Day
17 Armed Forces Day
19 Victoria Day (Canada)
26 Memorial Day Observed
30 Memorial Day

JUNE
14 Flag Day
15 Father's Day

JULY
1 Canada Day (Canada)
4 Independence Day

SEPTEMBER
1 Labor Day

OCTOBER
6 Rosh Hashanah
13 Columbus Day
13 Columbus Day Observed
13 Yom Kippur
13 Thanksgiving Day (Canada)
24 United Nations Day
31 Halloween

NOVEMBER
4 Election Day
11 Veterans Day
27 Thanksgiving Day

DECEMBER
25 Christmas Day
27 Hanukkah

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1987

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

IMPORTANT DATES

JANUARY
1 New Year's Day
15 Martin Luther King, Jr.'s Birthday

FEBRUARY
12 Lincoln's Birthday
14 Valentine's Day
16 Washington's Birthday Observed
22 Washington's Birthday

MARCH
4 Ash Wednesday
17 St. Patrick's Day

APRIL
12 Palm Sunday
14 Passover
17 Good Friday
19 Easter Sunday

MAY
10 Mother's Day
18 Armed Forces Day
18 Victoria Day (Canada)
25 Memorial Day Observed
30 Memorial Day

JUNE
14 Flag Day
21 Father's Day

JULY
1 Canada Day (Canada)
4 Independence Day

SEPTEMBER
7 Labor Day
24 Rosh Hashanah

OCTOBER
3 Yom Kippur
12 Columbus Day
12 Thanksgiving Day (Canada)
24 United Nations Day
31 Halloween

NOVEMBER
3 Election Day
11 Veterans Day
26 Thanksgiving Day

DECEMBER
16 Hanukkah
25 Christmas Day

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FALL SEMESTER 1986

Thursday, August 21	Faculty Orientation
Friday, August 22	Faculty Orientation
Monday, August 25	Registration
Tuesday, August 26, 1987	Registration
Wednesday, August 27	Classes Begin, 8:00 a.m.
Monday, September 1	Last Day to Drop-Add
Friday, September 5	Last Day to Register Deadline for Individual Study Contracts
Friday, September 26	Last Day to Remove and "I"/ Last Day to Drop without a Penalty
Saturday, October 4	Homecoming
Wednesday, October 15	Mid-Term
Thursday, October 15	Mid-Term Holiday
Friday, October 17	Mid-Term Holiday
Monday, October 20	Classes Resume, 8:00 a.m.; Mid-Term Grades Due, 5:00 p.m.
Saturday, October 25	Parents' Day
Monday, October 27	Advisement Begins
Friday, November 14	Advisement Ends
Thursday, November 27	Thanksgiving Holiday
Friday, November 28	Thanksgiving Holiday
Monday, December 1	Classes Resume, 8:00 a.m.
Wednesday, December 10	Reading Day
Thursday, December 11	Exams Begin
Tuesday, December 16	Exams End
Wednesday, December 17	Grades Due, 12:00 Noon
Thursday, December 18	Graduation Certifications Prepared for Mailing

SPRING SEMESTER, 1987

Wednesday, January 7	Registration
Thursday, January 8	Classes Begin, 8:00 a.m.
Monday, January 12	Last Day to Drop-Add
Friday, January 16	Last Day to Register/
Friday, January 30	Last Day to Remove an "I"/ Last Day to Drop w/out a Penalty
Friday, February 27	Mid-Term
Monday, March 2	Mid-Term Holidays Begin Mid-Term Grades Due, 5:00 p.m.
Monday, March 9	Classes Resume, 8:00 a.m.; Advisement Begins
Friday, March 27	Advisement Ends
Friday, April 17	Good Friday Holiday
Monday, April 20	Easter Monday Holiday
Wednesday, April 29	Reading Day
Thursday, April 30	Exams Begin
Tuesday, May 5	Exams End
Wednesday, May 6	Grades Due, 12:00 Noon
Sunday, May 10	Baccalaureate Service, 10:00 a.m.
Monday, May 11	Graduation, 9:30 a.m.

SUMMER SCHOOL I, 1987

Monday, May 18	Registration
Tuesday, May 19	Classes Begin, 7:30 a.m.
Friday, May 22	Last Day to Register/ Last Day to Drop-Add
Friday, June 19	Exams
Saturday, June 20	Grades Due, 9:30 a.m.

SUMMER SCHOOL II, 1987

Monday, June 22	Registration
Tuesday, June 23	Classes Begin, 7:30 a.m.
Friday, June 26	Last Day to Register/ Last Day to Drop-Add
Friday, July 24	Exams
Saturday, July 25	Grades Due, 12:00 Noon
Monday, July 27	Graduation Certifications Prepared for Mailing

FALL SEMESTER 1987

Thursday, August 20	Faculty Orientation
Friday, August 21	Faculty Orientation
Monday, August 24	Registration
Tuesday, August 25, 1987	Registration
Wednesday, August 26	Classes Begin, 8:00 a.m.
Monday, August 31	Last Day to Drop-Add
Friday, September 4	Last Day to Register Deadline for Individual Study Contracts
Friday, September 25	Last Day to Remove and "I"/ Last Day to Drop without a Penalty
Saturday, October 3	Homecoming
Wednesday, October 14	Mid-Term
Thursday, October 15	Mid-Term Holiday
Friday, October 16	Mid-Term Holiday
Monday, October 19	Classes Resume, 8:00 a.m.; Mid-Term Grades Due, 5:00 p.m.
Monday, October 26	Advisement Begins
Saturday, October 31	Parents' Day
Friday, November 13	Advisement Ends
Thursday, November 26	Thanksgiving Holiday
Friday, November 27	Thanksgiving Holiday
Monday, November 30	Classes Resume, 8:00 a.m.
Wednesday, December 9	Reading Day
Thursday, December 10	Exams Begin
Tuesday, December 15	Exams End
Wednesday, December 16	Grades Due, 12:00 Noon
Thursday, December 17	Graduation Certifications Prepared for Mailing

SPRING SEMESTER, 1988

Wednesday, January 6	Registration
Thursday, January 7	Classes Begin, 8:00 a.m.
Monday, January 11	Last Day to Drop-Add
Friday, January 15	Last Day to Register/ Deadline for Individual Study Contracts
Friday, January 29	Last Day to Remove an "I"/Last Day to Drop without a Penalty
Friday, February 26	Mid-Term
Monday, February 29	Mid-Term Holidays Begin Mid-Term Grades Due, 5:00 p.m.
Monday, March 7	Classes Resume, 8:00 a.m.; Advisement Begins
Friday, March 25	Advisement Ends
Friday, April 1	Good Friday Holiday
Monday, April 4	Easter Monday Holiday
Wednesday, April 27	Reading Day
Thursday, April 28	Exams Begin
Tuesday, May 3	Exams End
Wednesday, May 4	Grades Due, 12:00 Noon
Sunday, May 8	Baccalaureate Service, 10:00 a.m.
Monday, May 9	Graduation, 9:30 a.m.

SUMMER SCHOOL I, 1988

Monday, May 16	Registration
Tuesday, May 17	Classes Begin, 7:30 a.m.
Friday, May 20	Last Day to Register/ Last Day to Drop-Add
Friday, June 17	Exams
Saturday, June 18	Grades Due, 9:30 a.m.

SUMMER SCHOOL II, 1988

Monday, June 20	Registration
Tuesday, June 21	Classes Begin, 7:30 a.m.
Friday, June 24	Last Day to Register/ Last Day to Drop-Add
Friday, July 22	Exams
Saturday, July 23	Grades Due, 12:00 Noon
Monday, July 25	Graduation Certifications Prepared for Mailing

CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell University, Buies Creek, North Carolina 27506:

Academic Affairs: Vice-President for Academic Affairs or the Dean of the College/School
Advancement: Director of Advancement
Admissions: Director of Admissions
Alumni: Director of Alumni
Athletics: Director of Athletics
Business Information: Business Manager
Dormitory Assignments: Dean of Men, Dean of Women
Employment of Seniors: Director of Guidance and Career Counseling
Financial Assistance: Director of Admissions and Financial Aid
Married Housing: Director of Housing
Religious Activities: Director of Religious Activities
Scholarships: Director of Admissions and Financial Aid
Student Employment: Director of Admissions and Financial Aid
Summer Camps: Dean of Men
Transcripts and Records: Registrar
Veterans Affairs: Director of Veterans Affairs

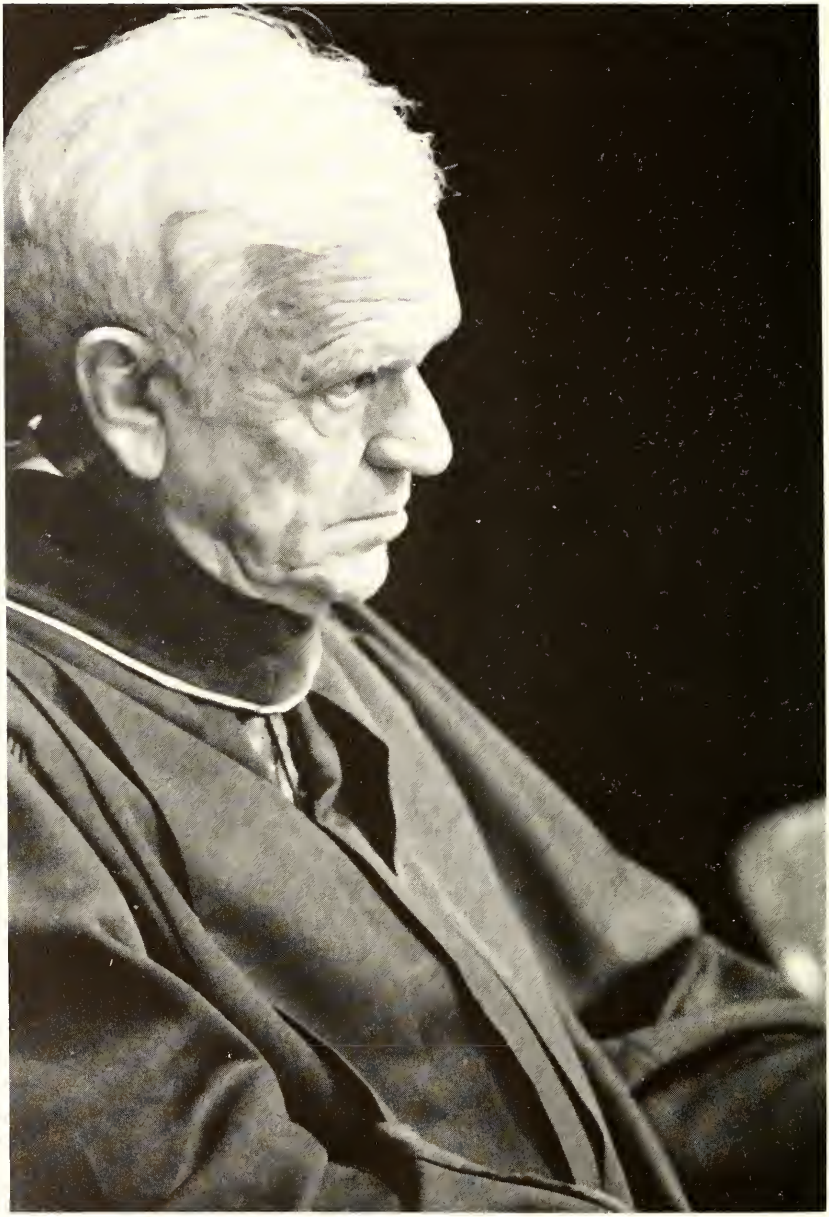
Telephone

The Campbell University Exchange may be reached by calling Area Code 919-893-4111.

INDEX

Academic Calendar 15, 23
Academic Program 73
Academic Regulations 21
Accounting 148
Accreditation 11
Administration and Staff 185
Admissions Information 16
Advance Enrollment Deposit 38
Advanced Placement 30
Alumni Officers 206
American Studies Program 16
Application for Graduation 22
Art 103
Associate in Arts Degree 75
Auditing a Course 28
Bachelor of Arts Degree 77
Bachelor of Science Degree 78
Bachelor of Applied Science Degree 79
Bachelor of Health Science Degree 80
Banks 41
Biology 82
Bookstore 41
Calendar 238
CEP Attendance 77
Central Carolina Technical College 15
Chemistry/Physics 84
Class Attendance 25
Class Load 27
Classification of Students 22-23
Communications 87
College of Arts & Sciences 81
Computer Information Systems 151
Continuing Education 15-16
Credit by Examination 29
Courses of Instruction
College of Arts and Sciences 81
Lundy-Fetterman School of Business 146
School of Education 158
Dean's Honor List 24
Drama 105
Drop-Add 26
Economics 153
Education 160
Eligibility Regulations 31
English 87
English Requirements for Foreign Students 20
Enrollment Statistics 236
Enrollment at Other Schools 30-31
Faculty
College of Arts & Sciences 188
Lundy-Fetterman School of Business 197
School of Education 200
Faculty Advisors 26
Faculty Emeriti 205
Federal Grants and Loans 50
Financial Aid 43-47
Financial Information 36
Foreign Language 108
Foreign Students 20
Fort Bragg Center 15
Fort Bragg Policies 29
General College Curriculum 75-76
General Requirements for Degrees 74-80
Geography 113
Geology 112
Government 115
Grades and Quality Points 23
Graduate Program 14
Graduation 22
Graduation in Absentia 22
Graduation with Honors 22
History 119
Historical Information 9, 209
Home Economics 168
Honor Societies 34
Independent Study 27-28
Infirmary 41-42
Laundry and Dry Cleaning Service 40
Law School 12
Library 12
Linen Service 40

Lundy-Fetterman School of Business 13, 146
Malaysian Program 16, 203
Mathematics 123
Military Science 17, 72
Music 96
Payment of Bills 39
Pharmacy 13
Physical Education and Health 125
Police Science (Criminal Justice) 118
Pre-Law 117
President's Honor List 24
Processing Fee 39
Purpose of Campbell 8-9
Psychology 176
Religion and Philosophy 138
Recommended High School Credits 18
Residence Halls for Men 11
Residence Halls for Women 11
Retention 24-25
ROTC 19, 172
Scholarships 48-72
School of Education 13, 158
School of Pharmacy 13
Secretarial Science 156
Social Work 179
Sociology 181
Speech and Drama 105
State Grants and Loans 52
Student Handbook 32
Student Loan Plan 50-54
Study Abroad 16
Summer School Expenses 40
Terms of Payment 39
Transcripts 32
Transfer of Credit 19
Transfer Students 28
Trustees 184
Trust Management 154
Tuition and General Fees 36
Withdrawal from University 32
Withdrawal Refunds 39



Campbell University

1887-1987

"A Century of Vision and Service"

Celebrating the Past and Anticipating the Future!

Buies Creek, North Carolina 27506

NOT TO BE TAKEN OUT
OF THE LIBRARY